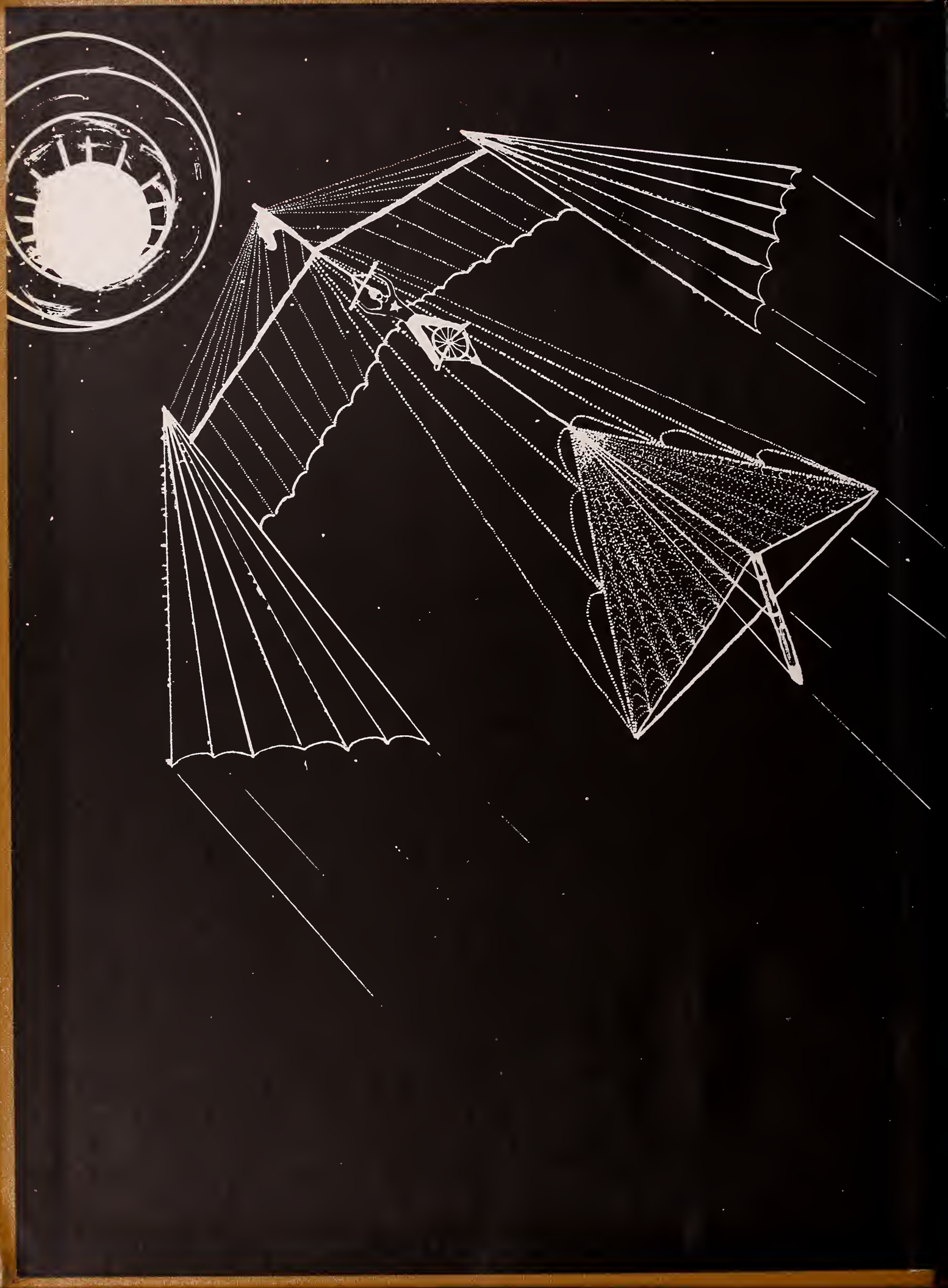


. . . I dare a man to say I'm too young – for I'm going to try for the sun!

– Donovan Leitch

UMB. 4-102

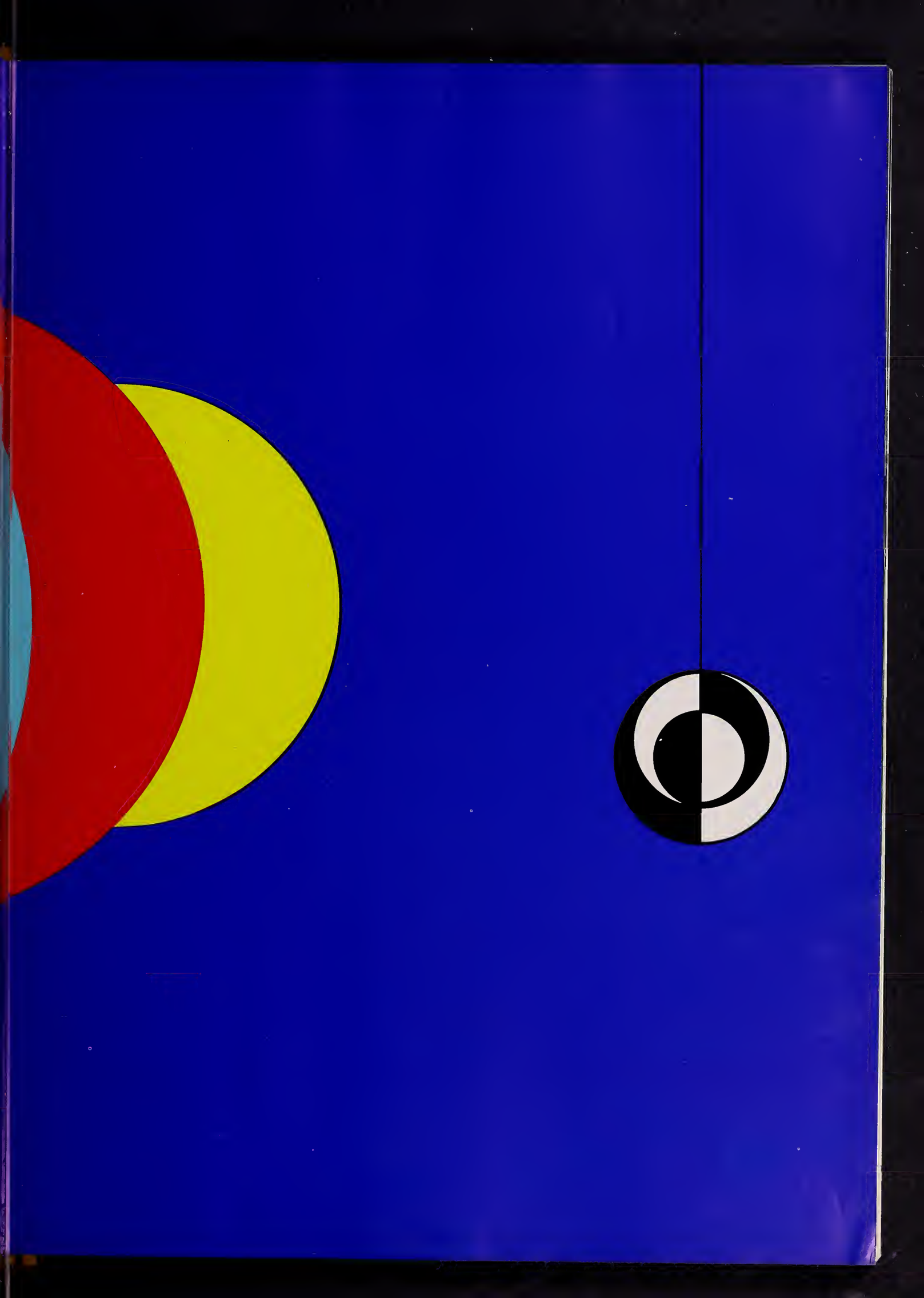
University of
Massachusetts
at Boston

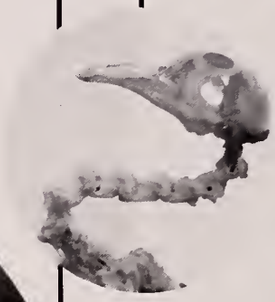
#3

montage'LXXI

in the darkness of the night
only occasionally relieved
by glimpses of Nirvana
i see through other people's windows . . .
wallowing in a morass of self-despair
made only more painful by the knowledge
that all that i am is in my own making . . .
when everything around me
even the kitchen ceiling
has collapsed and crumbled without warning
and i am left standing
alive and well
looking up, wondering why and wherefore . . .
at a time like this
which exists maybe only for me
it is none the less real . . .
if i can communicate
in the telling of the buried of my soul
anything that is gained
even though the words i use
are pretentious and make me cringe
with embarrassment . . .
let me remind you of the pilgrim
who asked for an audience with the Dali Lama
he was told he must first
spend five years in contemplation
after the five years he was ushered
into the Dali Lama's presence, who said:
well my son — what do you wish to know
so the pilgrim said:
i wish to know the meaning of life, Father
so the Dali Lama smiled and said:
well my son
life is like a beanstalk — isn't it

— Keith Reid





.M.B. — CLASS OF '71 — pres

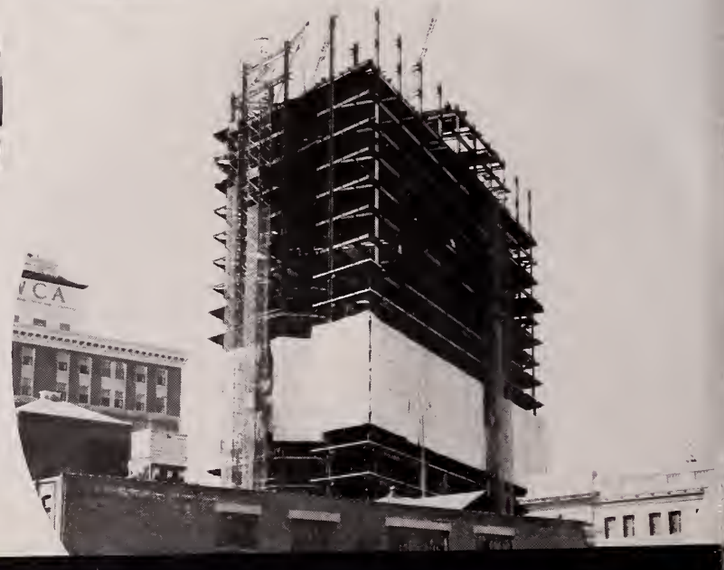
GREAT
SCAPE

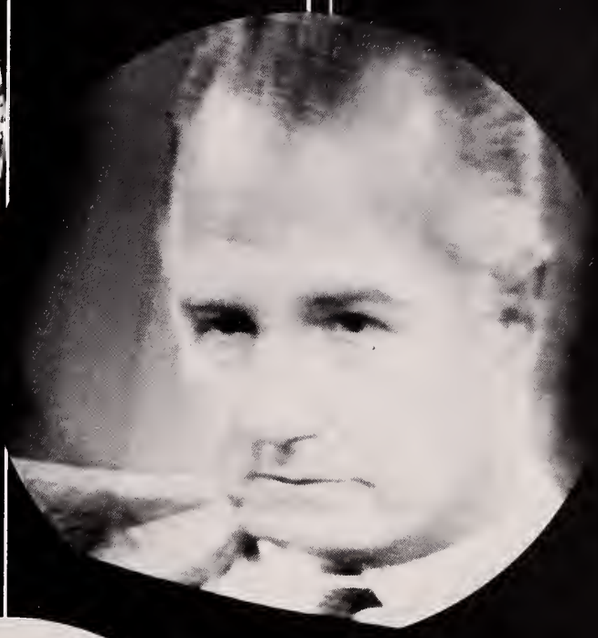
SATURDAY - SUNDAY ★
ANUARY 23 & 24

2 DAYS OF: ★ TOBOGGANING
KIING ★ SLEEPING ★ LAUGHING
KATING ★ DINING ★ LOVING
LEIGHING ★ DANCING ★ LISTE

HE PROPOSITI

MASS
IN CONCERT
TOM
RUSH
ALSO
ROCKY BIRIGWA





SPIRO
SUCKS

Montage 1971

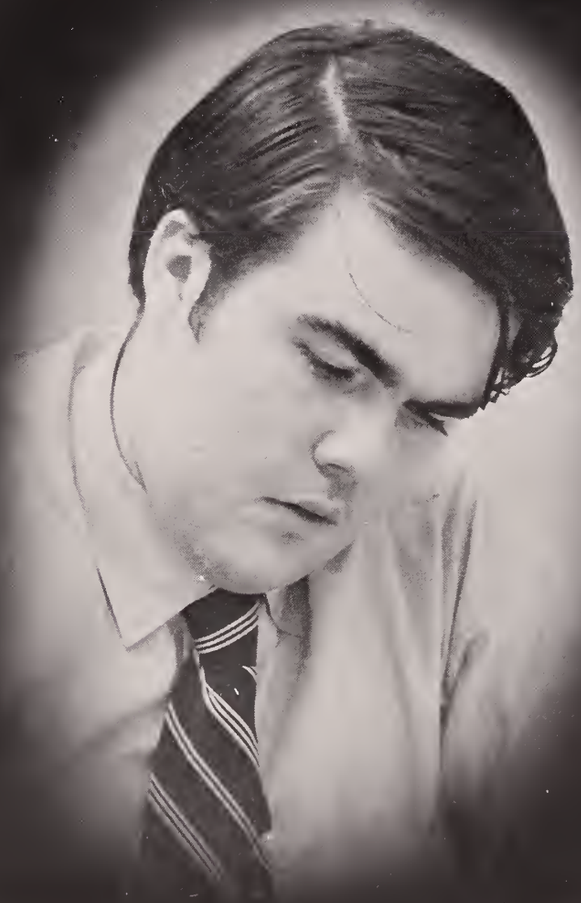
Is

Respectfully Dedicated

to:

Linda Delaney

1949-1970



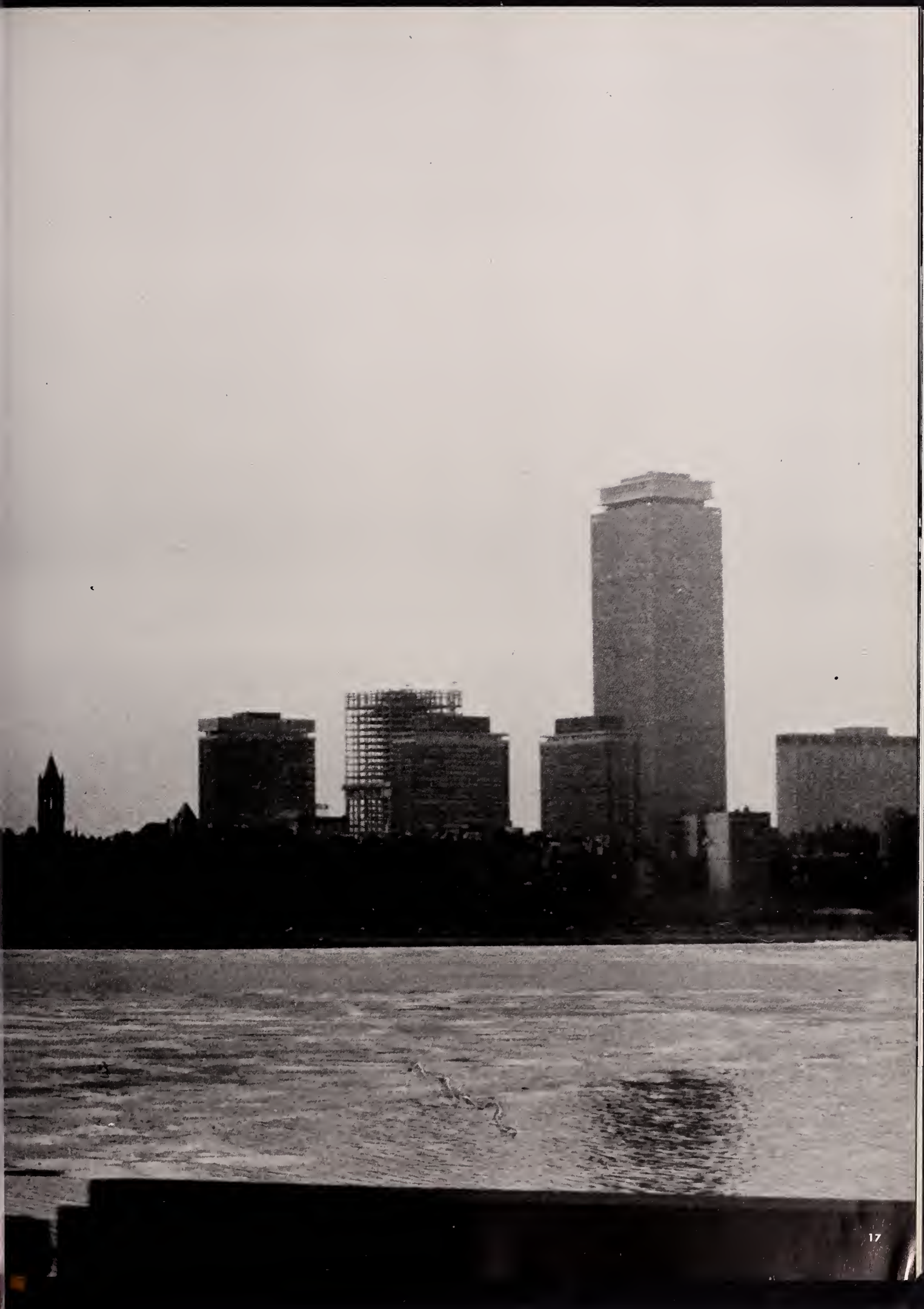
Richard L. Hogan

1950-1970

Margaret Flynn

1950-1970

The city is our campus
Its streets are our halls
Its parks are our classrooms
Its inhabitants are our teachers
Its buildings are our art . . .

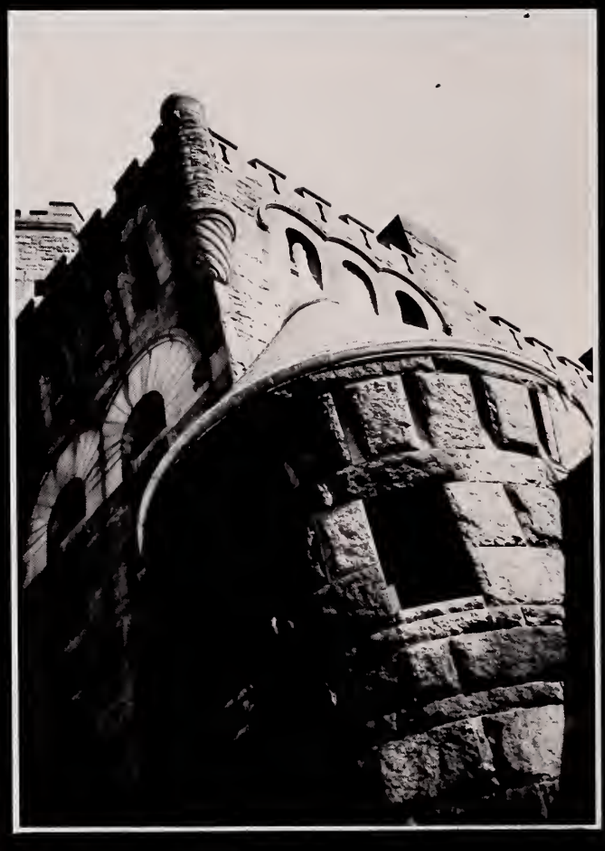


Where Do the Children Play?

Well I think it's fine
building jumbo planes,
or taking a ride
on a cosmic train,
switch on summer
from a slot machine, . . .

Impala: Big Rider

GREYHOUND

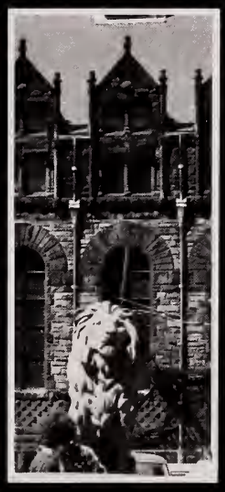


Yes get what you want to, if you want
'cause you can get anything.

I know we've come a long way,
We're changing day to day,

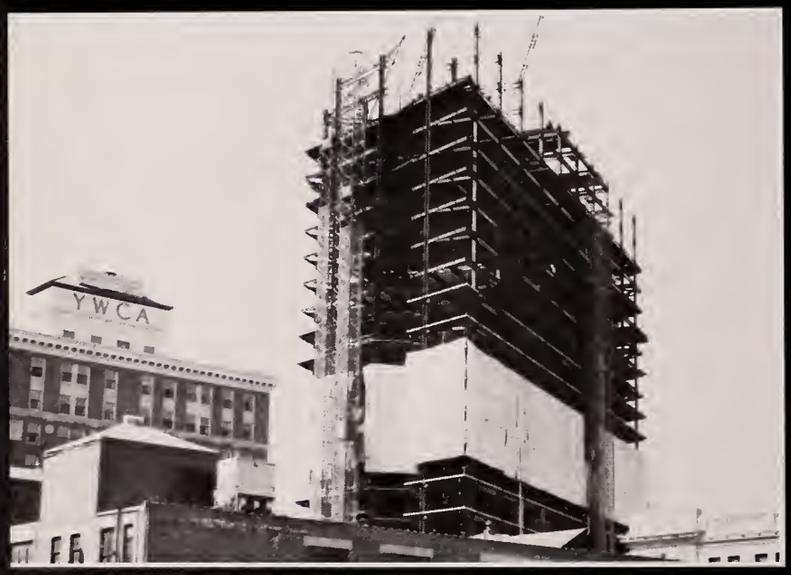
but tell me,

where do the children play?



Well, you've cracked the sky,
scrapers fill the air
but will you keep on building higher
'til there's no more room up there?

"COPLEY" SITE NOW



Will you make us laugh,
Will you make us cry,

...

Will you tell us when to live,
Will you tell us when to die?

OFFICIAL
POLICE
VEHICLES
ONLY
OFFICIAL
POLICE
VEHICLES
ONLY

Site of new
South Cove Fire Station
City of Boston
Public Facilities Department

I know we've come a long way, we're changing day to day, but tell me, where do the children play?

– Cat Stevens

When we began this venture we strongly believed that the unique faculty at UMB would contribute a great deal in making our yearbook one centered around the University as a whole, rather than one centered merely around the Seniors. However, as so often has been the case, our expectation proved greater than the realization. The following minimal response represents those members of the faculty who were able to find the time to contribute a little bit to our cause. We would like, on the one hand, to express our thanks to these gentlemen and scholars and, on the other hand, our dismay that those others of whom we requested assistance could not find the time to reply.

THE STAFF

Comfortably ensconced in their plush headquarters at the "grand hotel," members of the German Department have been conferring congenially with one another this year — over glasses of beer and cold-cut sandwiches — about the state of German affairs at their university. Of course, the primary goal of the department is to expand, to acquire new "Lebensraum." We are a young and rapidly growing department whose development, unfortunately, is being inhibited by unfavorable outer circumstances, namely: an insidious cutback in the language requirement. Our attitude towards this problem is, as it has always been, unprejudiced and tolerant: we do not wish to destroy our adversaries; rather, our desire is to peacefully, but relentlessly, overcome all opposition.

With this humanitarian goal foremost in our mind, we have begun to undertake those steps that we consider it is necessary to take in order to coerce those who oppose us into a state of agreement with our plans. As the structure of the preceding sentence would indicate, we are tolerant of nationalistic characteristics divergent from our own, yet feel that the power and peculiar beauty of Germanic syntax should be brought to bear deliberately upon those languages surrounding it. Its influence can be nothing but a beneficial and edifying one, a fact to which students already exposed to training in the language can readily attest. Without destroying either purity or integrity of its purpose the department feels that it is now appropriate to offer certain of its upper level courses in translation. Although its members are somewhat more reluctant to offer the optional second year language course in translation, it would appear wise to do so since no other alternative reveals itself to us at the present time. It would seem advisable therefore to woo the opponent into believing temporarily that our expansionist program has been abandoned. Such a state of affairs does not exist; as careful investigation of our secret plans of atta . . . action will show.

First, our upper level courses in translation give us an opportunity in a most disarming and innocuous fashion to attract and hold attention of a much wider university audience than ever before. Apparent defeat changes into success as students unwittingly step across the invisible barrier of our territory. Once we have laid hold of their enthusiasm, we intend to stake our permanent claims upon their interest.

The second step in our plan of action is concerned with the problem of language courses. We naturally feel that for the true betterment of the university race, a student should gently be required to participate in a full two-year language learning program. It is here that we can truly lay the seed for endless generations of German students to come. And it is only in such a purely Germanic environment that the students can reach full maturity in his endeavors. He will attain fluent reading ability and become closely acquainted with an exciting culture different from his own: this contact will *influence* him, widening not only his own horizons but the borders of the German Department itself. In the New and Enlightened language laboratory where modern technical science offers its many facilities and, where interesting and painless experiments have been carried out on him, the young student of German grows in his awareness of the meaning of foreign culture in his life. He is even brought to the point where the German Department alone no longer satisfied him: he wants to go and visit the Fatherland itself! Thus, our ultimate goal has been achieved! Through our students, we have extended our borders to include a whole new *world* of experience.

Dishearteningly however, the two year expansion program has been recently sabotaged by hostile acts of bodies attempting to encroach upon our holdings. The plan has not yet been discarded, — our purpose remains strong. To be sure, this plan will be implemented upon fewer students. A few tears have been seen to drop into several mugs, cradled in Teutonic hands. But as a whole, the Department remains optimistic in its outlook and convinced of the value of its cause. We have lost "Raum" in one area, hopefully to gain "Leben" in another. We stand firm and eagerly look forward to exploring the gains made through our new program. Perhaps "reunification" will be possible. Perhaps the growing interest of students and the appreciation of our plan will bring us our long-wished-for "Lebensraum."

GERMAN DEPARTMENT
S. S., Professor

Though not official, the following statement represents the philosophy of the Art Department at this time but is made in reference to the program we hope to offer at the Columbia Point campus. *Our program now is limited by practical restrictions common to a young department in a young university. We look forward to the time when easing restrictions and healthy growth will have brought studies in the history and practice of art to what might be called "full bloom" . . . unfortunately, a few years after the Class of 1971 has departed.*

The primary thrust of the Art Department will be (as it is now) directed toward undergraduate, non-professional training in the history and practice of visual art.

Thus we are building a curriculum which will be structured and conducted in order to provide: (1) elective work for non-majors (who will continue to comprise the greater portion of our enrollment); (2) a liberal arts discipline for those who major in art, but for whom the baccalaureate will be a terminal degree; and (3) a sound (if modest) foundation for those students, fewest in number, who will choose to continue their education on the graduate level.

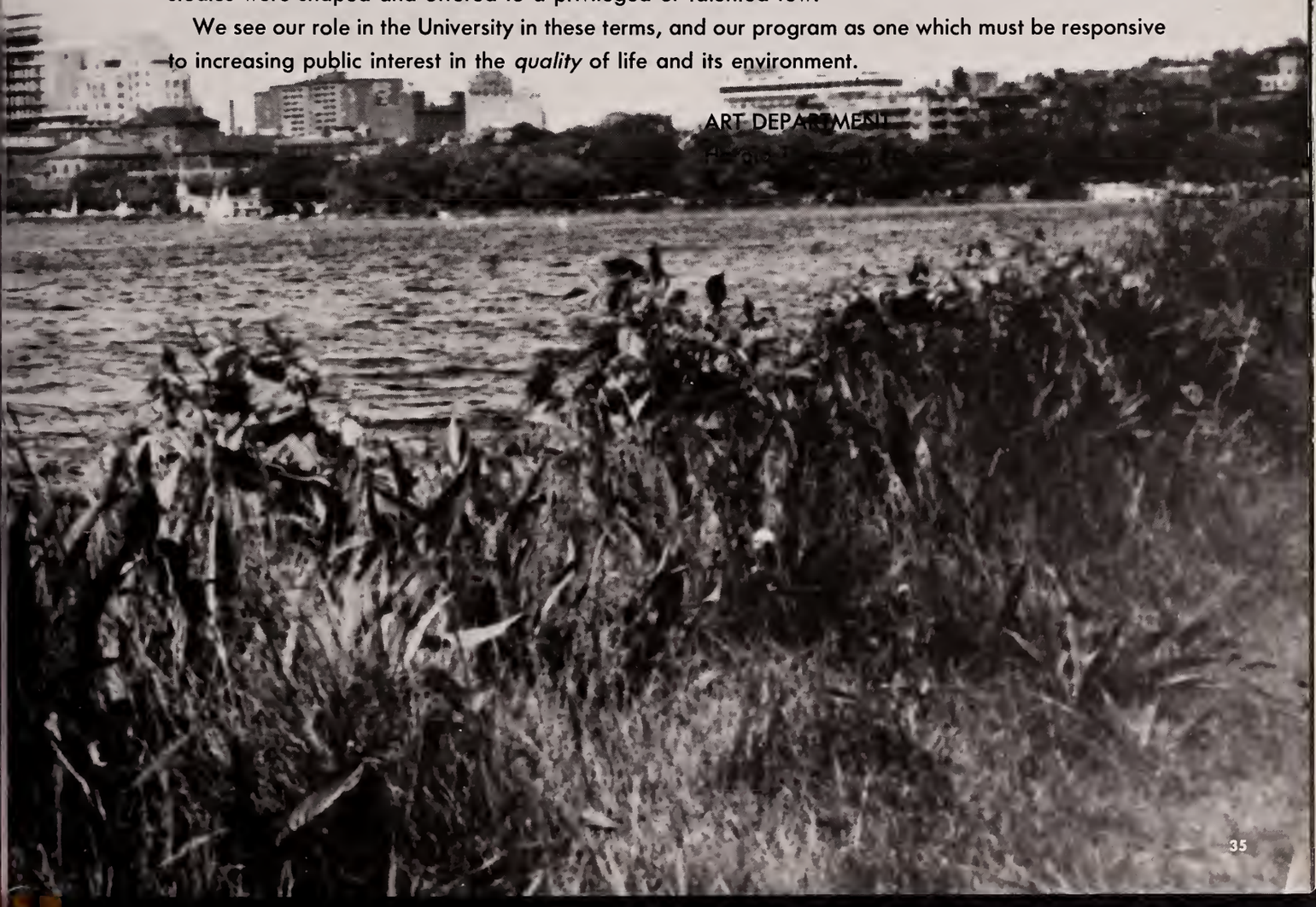
It is likely that the Art Department will embark on a graduate studies program as faculty assignment and facilities permit. Certainly, the presence of able faculty and research materials or equipment would suggest the implementation of such a program at some future date. Even so, this Department should find graduate studies on a priority level following those listed above.

Our curriculum will also reflect a growing commitment to interdisciplinary programs, and — on a give-and-take basis — to individual courses designed for the special needs and interests of students majoring in other disciplines within the University. In addition, we hope to be appropriately involved in non-degree-oriented continuing education offerings. (This depends, of course, on availability of facilities and teaching faculty. Such a program might be conducted by qualified second-year graduate students — which would seem to be a practical, desirable approach.)

The growing popularity *and* importance of all the arts would suggest — if not demand — a focus on broader educational responsibilities now and in the future as against a time past when these studies were shaped and offered to a privileged or talented few.

We see our role in the University in these terms, and our program as one which must be responsive to increasing public interest in the *quality* of life and its environment.

ART DEPARTMENT



The Italian faculty is very proud this year to have joined the ranks of the established departments. From an initial enrollment in 1965 of 50 students the figure has climbed steadily to about 125 Freshmen this year. In 1969-70 a major program was approved by the Academic Affairs Committee, after a petition signed by about a hundred students, and a considerable amount of faculty discussion, had alerted the university community to the fact that a desire and a need existed among the students for Italian studies. In June, 1971 our first four majors in Italian will graduate.

Prof. Vito R. Giustiniani, distinguished Italianate at the University of Freiburg, German has accepted a position as Chairman of the department effective September, 1971. Since Prof. Giustiniani is a philologist, and Mr. Antonio Carrara is earning a doctorate in Comparative and Medieval Philology, and Mr. Gerald C. Volpe has studied the Neapolitan and Sicilian dialects, there is hope in the department of creating a linguistic nucleus which could serve the university well in the near future.

In addition to Prof. Guistiniani, Mr. Laurence Kabat will be coming to us from Columbia, after writing a thesis on Foscolo's theories on translation.

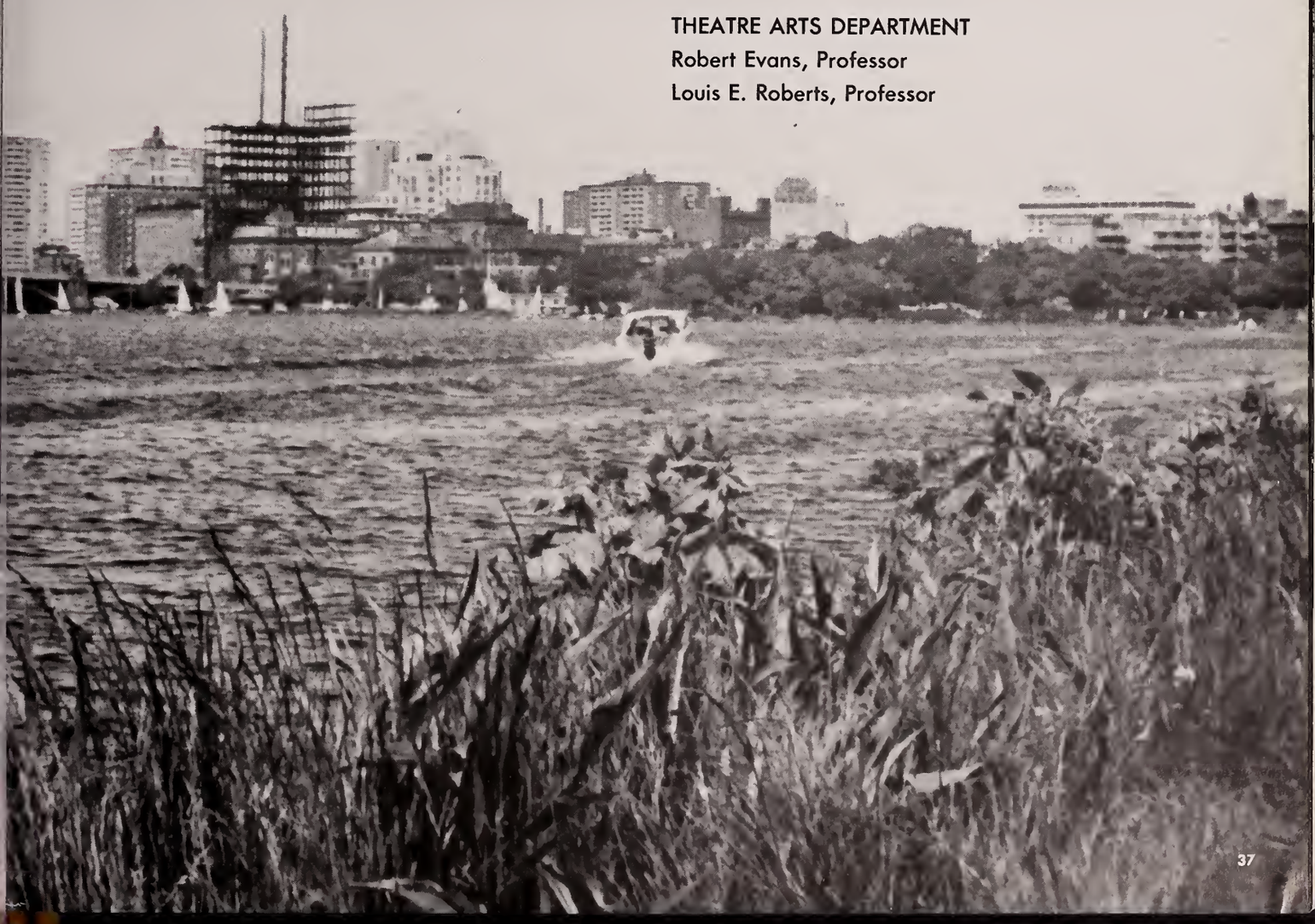
ITALIAN DEPARTMENT
Gerald C. Volpe, Chairman

The relation of the Theatre Arts Department, now a year old, to the University poses at this particular time an interesting question: Is the study and practice of the theatre as art a professional or academic exercise?

Some of our colleagues devoted to the defense of Liberal Artsdom profess uncertainty and concern about this. We ourselves, at any rate, are quite sure. Collectively, we have taught courses in several disciplines in academe, and have worked outside not only in the professional theatre but on various jobs ranging from docking to newspaper reporting. But in the end we found ourselves agreed that the theatre meant most to us because *for us plays reflect truths about people — "hold the mirror up to nature" — better than books can do, or lecturers, or, for that matter, better than playscripts do when merely read.* Theatre has the advantage of stimulating thinking when it is most involved with acting. *The theatre is first and last a place in which to learn to live.* Thus the study and performance of theatre belongs in the University, and have not some of those who express doubts about this essential art tended to forget that several lively epochs in the history of man — Greece after Marathon, England after the Armada, France in the 17th Century, Spain before her decline — are immediately and dramatically revealed to their respective theatres?

It sometimes seems to us that in this country our businesslike, utilitarian approach to things — including the liberal arts — has crippled our imaginations, and it is to the imagination that plays make their appeal. The job of the Theatre Arts Department then is to bring the excitement of performance to the classroom, and the discipline of study to the theatre. We are convinced that working on plays and studying them closely in terms of performance makes a more appreciative, more integrated, more knowledgeable person. In this first year, our theory has been borne out in the practice of our students.

THEATRE ARTS DEPARTMENT
Robert Evans, Professor
Louis E. Roberts, Professor



I think some attention should be given to the quality or the tone, of the relationships that should prevail at UMB among students, faculty, and administration. For the most part, I think we can say with satisfaction that much has been accomplished in this area, the success we have had no doubt being due in large part to the newness of the university. There is an openness — much more than is usually acknowledged, or perhaps even realized, by the students — that many other universities would find it hard to match. And this has come about as much by the intention of faculty and administration as by student pressure. Indeed, and I speak from the experience of my own department, there seems to be a stronger commitment to student participation on the part of the faculty than there is a real desire on the part of the students to participate.

There is every reason to believe that the good beginnings can be utilized and maximized to bring about a "community" in the fullest sense, but there are some dangers to be overcome. And foremost among these dangers, as I see it, is the readiness on the part of the more articulate, or at least vocal, segments of the student population to escalate every difference that arises to the level of a "crusade" against the malevolent oppressors (usually the administration, sometimes the senior faculty, at other times the whole faculty) and in defense of whatever individual or group that happens to fit the role of "victim" at that particular time. This is unfortunate if only because that stance gives rise to an atmosphere of suspicion and animosity, even at times to a kind of community we should be trying to create.

Please note, I am not arguing against a reasoned criticism of actions taken by the administration or by anyone else. I think I have made it clear from time to time that I do not agree with some of the decisions taken by the administration, particularly with reference to recent personnel controversies. But the criticism should be reasoned; the adversary should at least be given credit for being in good faith until there is clear and definite proof to the contrary. If students can resist the temptation to rush to the barricades whenever the cry of persecution, political or otherwise, is raised, issues and controversies can be resolved before they reach the point where they are destructive of the network of relationships that must be created and maintained if we are to function as a university community.

SOCIOLOGY DEPARTMENT
Gordon C. Zahn, Professor

The Politics Department prefers its chosen name to the more common "Government" or "Political Science." We feel that we are interested in more than government insitutions; we feel that we do not confine ourselves to the scientific method but draw on philosophy and history as well.

We have grouped our courses into four fields — American politics, comparative politics, international relations, and political theory. Of our introductory courses, the survey of American politics falls into the first field, that of 20th century political ideas falls into the last field, and social and political analysis cuts across all four.

Our upper-class courses in American politics are concerned with political parties; public opinion; the legislative, executive and judicial branches of the national government; the federal system; and state and urban politics. We also have one course on the politics and sociology of ecology.

In the field of international relations, we offer an introductory survey (which has been taught by a man who is going on leave as Senator Edmund Muskie's foreign policy advisor). We also have courses on American and Soviet foreign policy.

Our theory courses include a survey of Western political thought, the study of socialism, and American and Chinese thought.

Each semester we offer two seminars. One is in the field of practical politics and so far has been taught by such people as Barney Frank of Mayor Kevin White's office; Vice Chancellor William R. Hamilton, former advisor to Mayor Collins; and University President Robert Wood, former under-secretary of the Department of Housing and Urban Development. The other seminar is given by members of the Department and has concentrated on such various subjects as Rousseau, the politics of education, the realist tradition in international relations, presidential leadership, and judicial review. We also have provision for honors students to write a senior thesis.

POLITICS DEPARTMENT
George Goodwin, Jr., Chairman

The Department of Sociology and Anthropology is centering its efforts upon three areas: (1) strengthening and developing a sound curriculum through a reappraisal of existing courses, expansion and diversifying course offerings, (2) providing a variety of options for learning and training in the disciplines of sociology and anthropology in response to student interest and plans, and (3) the continued recruitment of a highly competent faculty. The Department has enrolled approximately 310 majors in Sociology and 40 concentrators in Anthropology; in addition, the department provides instruction for approximately thirty percent of all students enrolled in the University. These students now have an opportunity to select courses from a list that has more than doubled in size within the past year. The growth of the Department from eight in 1968-69 to 22½ full-time teaching faculty in 1971-72 enables it to make a reasonable response to the demands for its courses as well as to increasingly diversify and enrich such courses. However, this growth is not commensurate with student demands, nor does it meet all departmental needs in an urban university.

During 1970-71, the Department sponsored the experimental program in the "Library and City Child"; played an active role in the New Breed of Teachers Program, and, through activities of its faculty, made important contributions in planning for the Columbia Point Campus, community education and needs, College III, the Academic Affairs Committee, the Graduate Council, the Teacher Certification Program, the University Senate, and conceptual, organizational, and structural development of both College I and II.

The faculty is active in scholarly research and publications. Several have published books, articles and reviews in professional journals. Some hold important positions in national and regional professional organizations. Both activities help to enhance the stature of the Department itself.

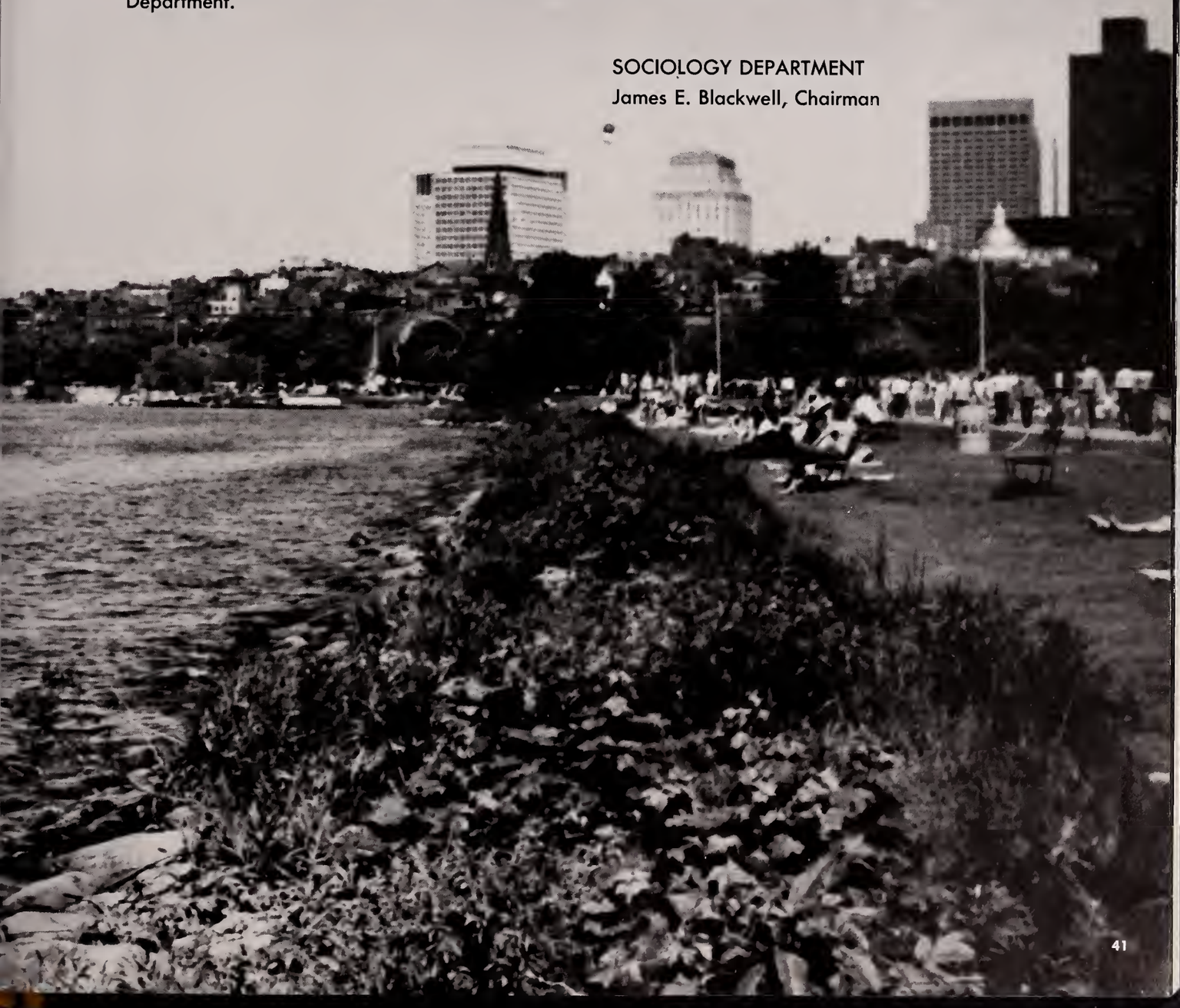
A new program in sociology and urban social service will be initiated in the fall of 1971. Its focus is to provide opportunities for students to see how theoretical concerns are tested and translated into concrete practical experience or situations through part-time field placement in social agencies. In addition to the SUSS program and traditional liberal arts offerings in our disciplines, interested students will also be able to enroll in a sociology of corrections sequence in the Fall of 1971.

Plans are being made for the separation of Anthropology from Sociology by 1972 into an independent Anthropology Department. These plans include course development and faculty recruitment; seven members of the 1971-72 faculty will be Anthropologists. Dr. David Landy is the Director of Anthropology Program. The Anthropology Club is undoubtedly one of the active clubs within the University. It has sponsored several field trips of special interest to sites in Massachusetts and Rhode Island, guest lecturers, film discussions, and several of its members attended the annual meetings of the New England Anthropological Society.

The formation of a Chapter of Alpha Kappa Delta, the National Honorary in Sociology, and a new Sociology Club should be completed in the Fall of 1971.

During the 1970-71 academic year, the Department operated under a new constitution which, among other things, facilitated broad participation of student majors in the committee structure of the Department.

SOCIOLOGY DEPARTMENT
James E. Blackwell, Chairman



Everything considered, the University is going along well, as both the dangers of institutional intransigency and radicalism have been skirted in the new Constitution. The present controversy concerning requirements should be settled the same way, by reasonable compromise. Certainly the different college bodies should have final say-so on this matter. Trenchant arguments can be formulated for and against requirements; but experience has nearly always led to the reestablishment of minimal requirements in places which have dropped them. It would seem only reasonable to require an elementary knowledge of one language (2 semesters), of English composition (2 semesters) and of either social science or of science and mathematics (2 semesters). Reason dictates this, for no one, no matter how prescient, can foresee what his interests may become or what the future may require of him. Beyond such minimal requirements the student should be encouraged, as much as in him lies, to explore the field and shape his own destiny.

ENGLISH DEPARTMENT
John R. Marvin, Associate Professor

Chancellor F. L. Broderick

Suppose you had enjoyed a settled, ordered, comfortable four years at college, the classes without flaw, the schedules without error, the friendships and even the love affairs without tension, the cafeteria without monotony. Suppose that the world outside had not intruded on the customary business of learning and that we all could have stayed cozy in the engaging intimateness of the lobby of 100 Arlington Street. Suppose the books in the library did not disappear. Suppose the elevators worked. Then graduation would have been a tearful parting from a world that never was, and tomorrow would never hold the charm of yesterday.

Do not sell this scenario short. It has a lot of appeal; even as I write, perhaps as you read, it lulls us into wishes that could easily grow into daydreams that could envelop us with wistful dew. Maybe some of you know older people who remember their youth in these terms; our society has normally aspired to make the college experience as unreal as possible.

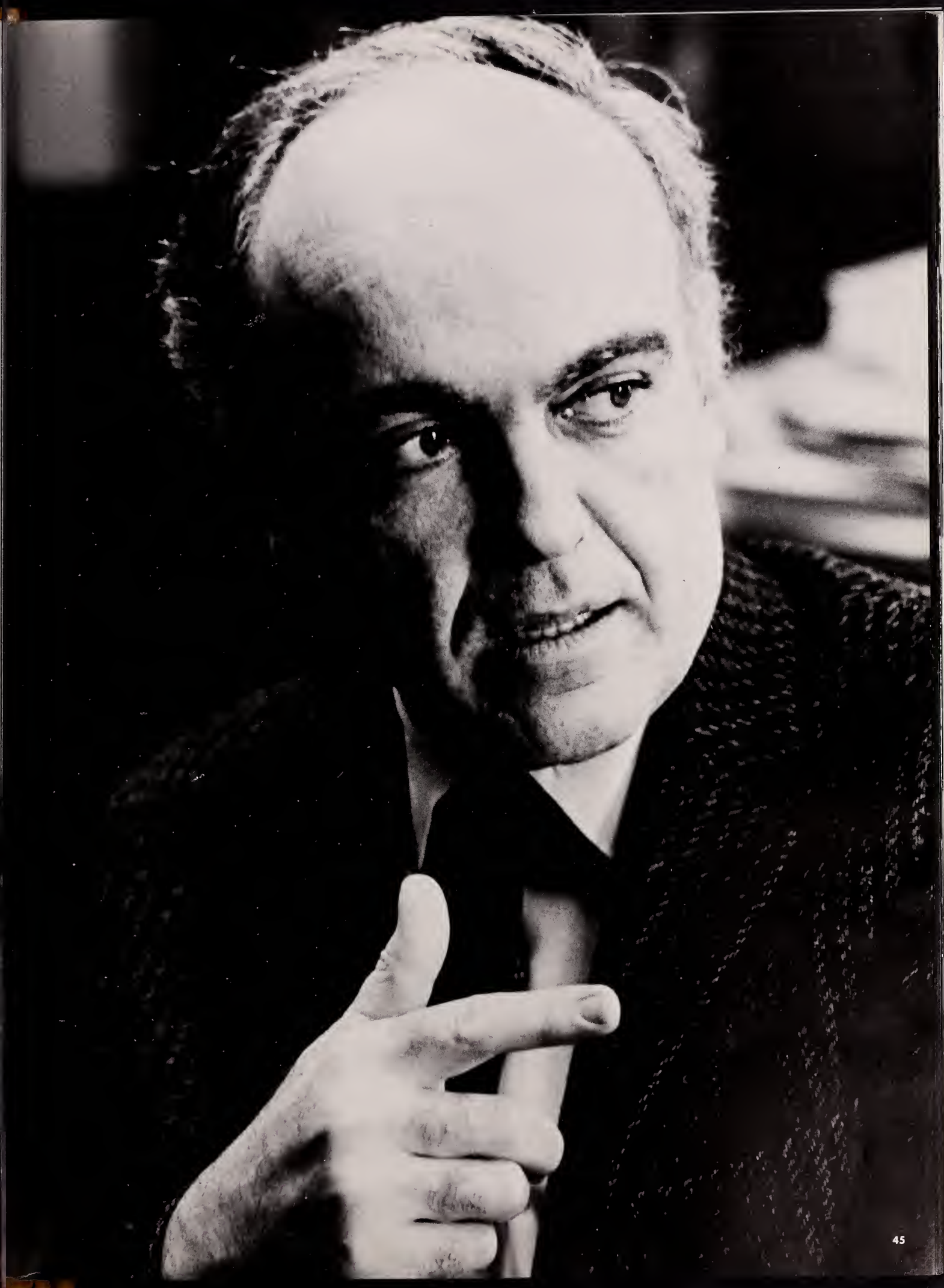
But, God knows and so do we, the scenario does not deal with your four years here. For each member of the Class of 1971 that time has been a separate experience, and no one on the outside can recapture the individual's sense of the crowded orientation in Sawyer, the first term of Western Civilization, the battle over our future site, the Common during demonstrations, the decision on a marriage (a negative decision being as traumatic but less persistent), the first job and the most recent job. Your individual share of these experiences is unique as each of us is unique — they will be re-

lived by each of you because they cannot be escaped, and because, in the amber light of memory, they will seem less wrenching than they do now.

At the same time, each member of the class of 1971, and each of us who has worked with you, has had a shared experience here. Our rented buildings, urban swirl, busses and subways, shared apartments — all are part of the life of a new institution that is discovering itself while it has tried to help you discover yourselves. We have lived together in a time of national reassessment as ambiguous as twilight until it shows itself to be dawn or dusk. We have lived in a troubled region that has not yet dealt adequately with its problems. We have worked together in a university changing less rapidly/more rapidly than the society around it. We have never been too far from the center of the storm made by war, inflation, recession, urban blight. Is it proper to hope that something in our experience together at UMB has given us the continuing habit of viewing the storm with sensitivity sharpened by the university and seeing the university with eyes trained to acuity by years in the storm?

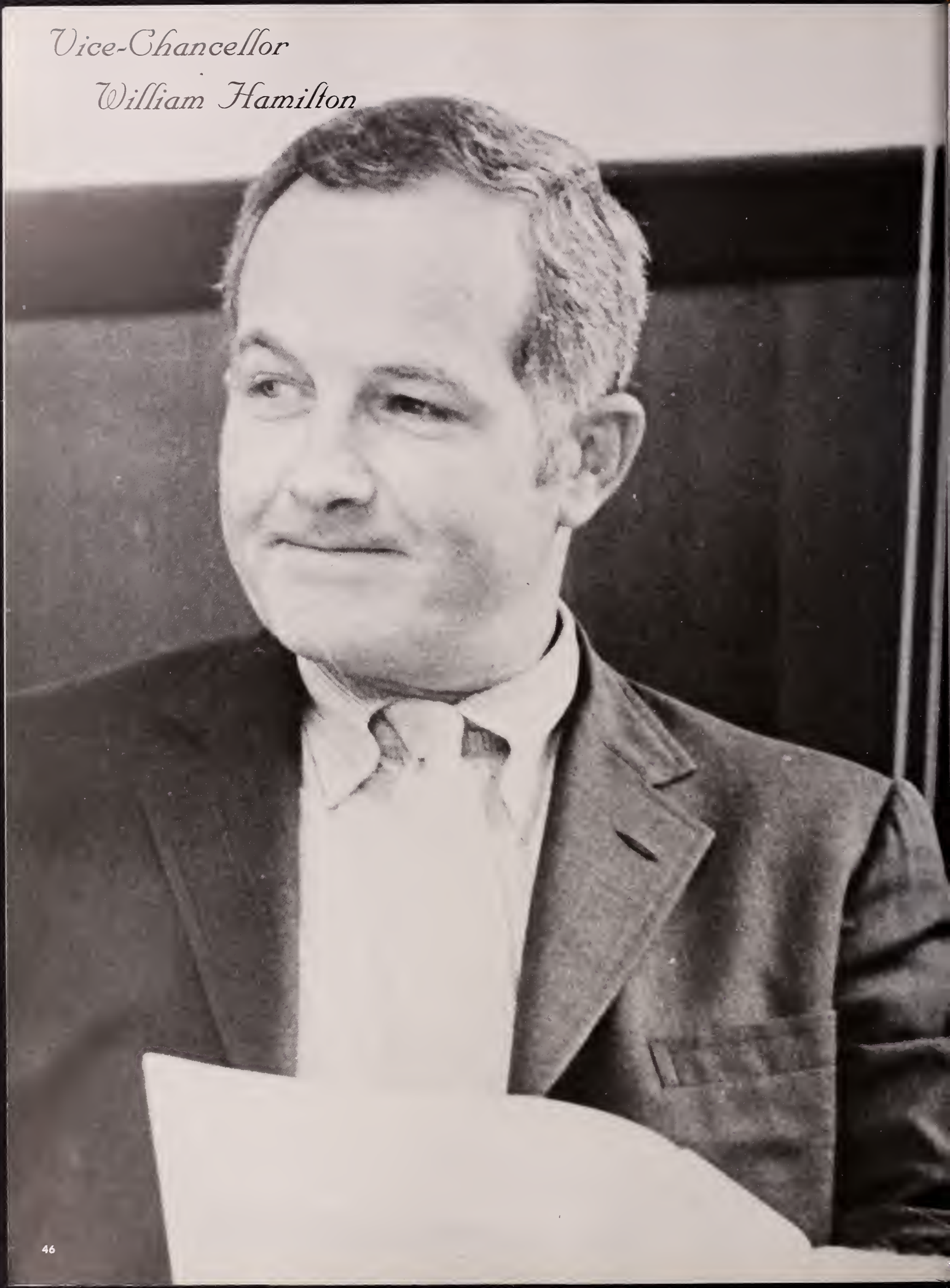
Storms pass. Elevators get fixed. Love affairs never happen without tension. And there will always be problems for sensitive eyes to see. Your four years in a university may, should, help keep you clear-eyed about the difficulties of creating a better society.

CHANCELLOR FRANK L. BRODERICK



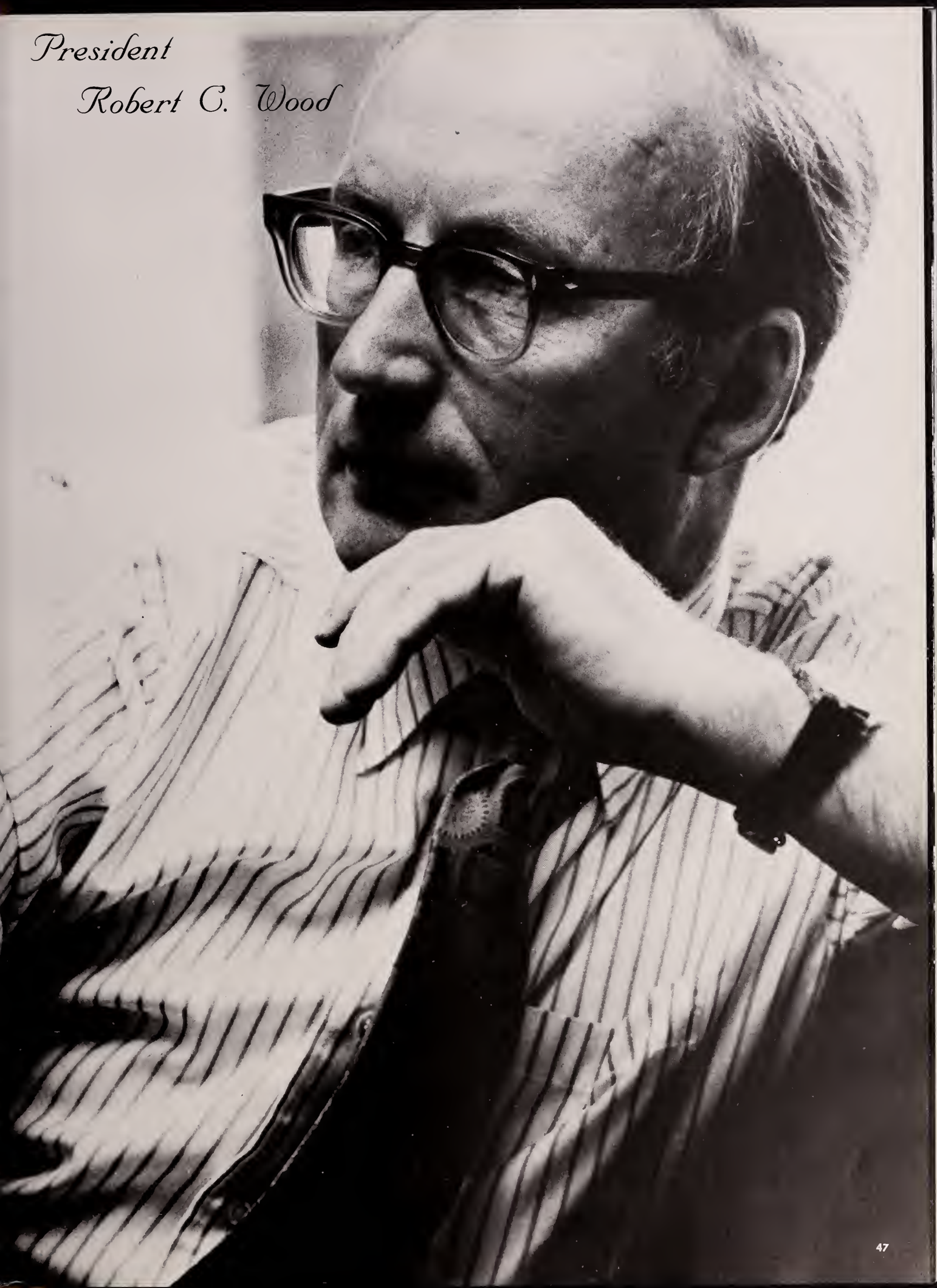
Vice-Chancellor

William Hamilton

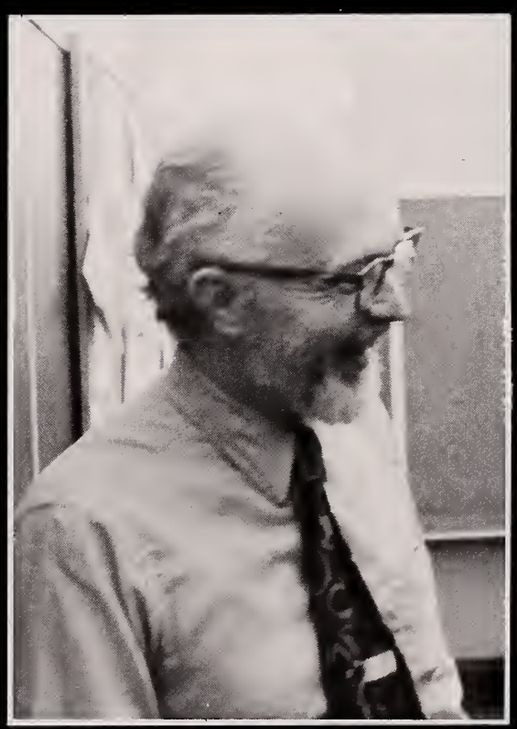


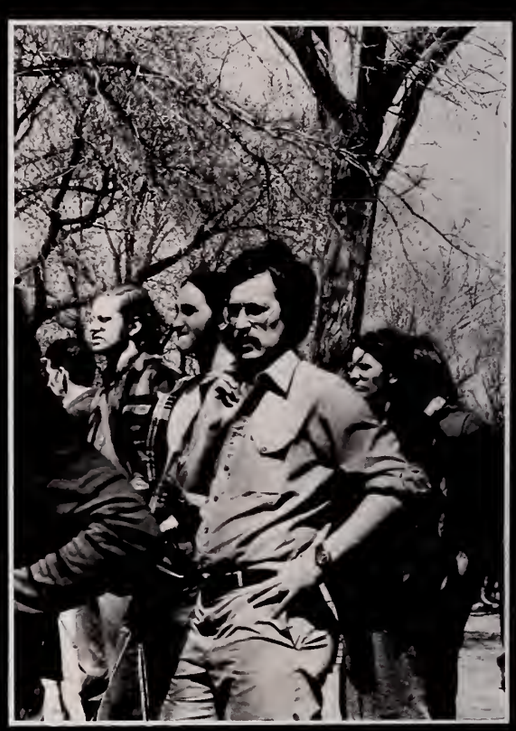
President

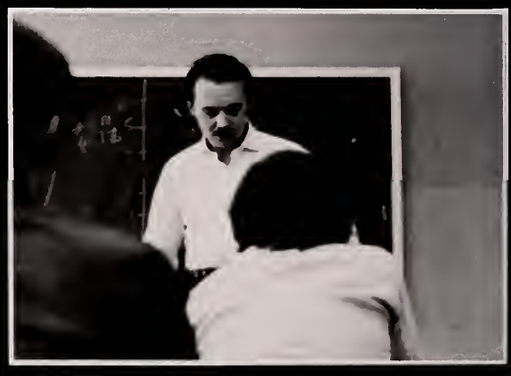
Robert C. Wood

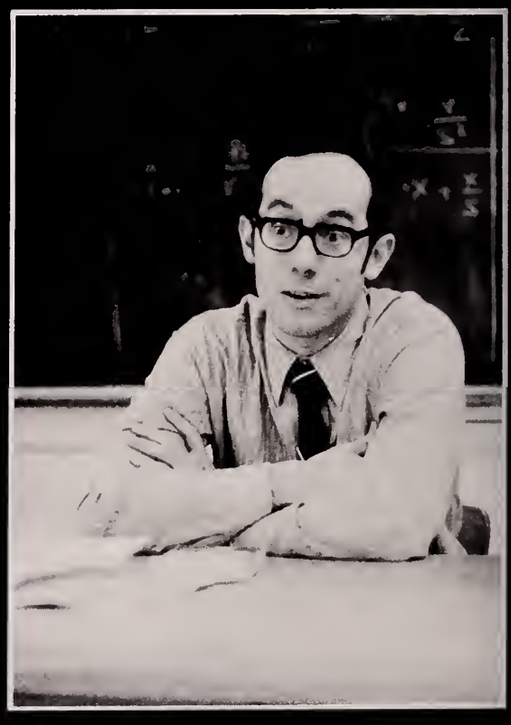


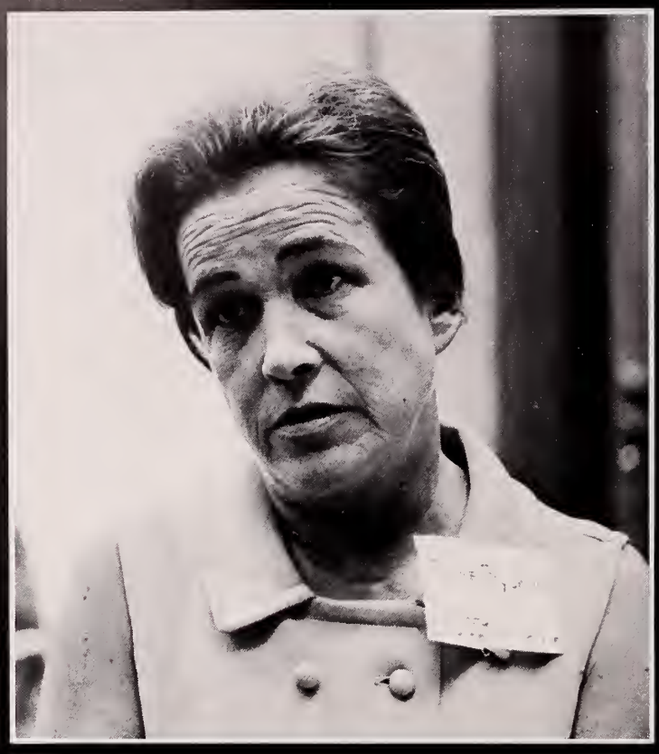
NO
SMOKING

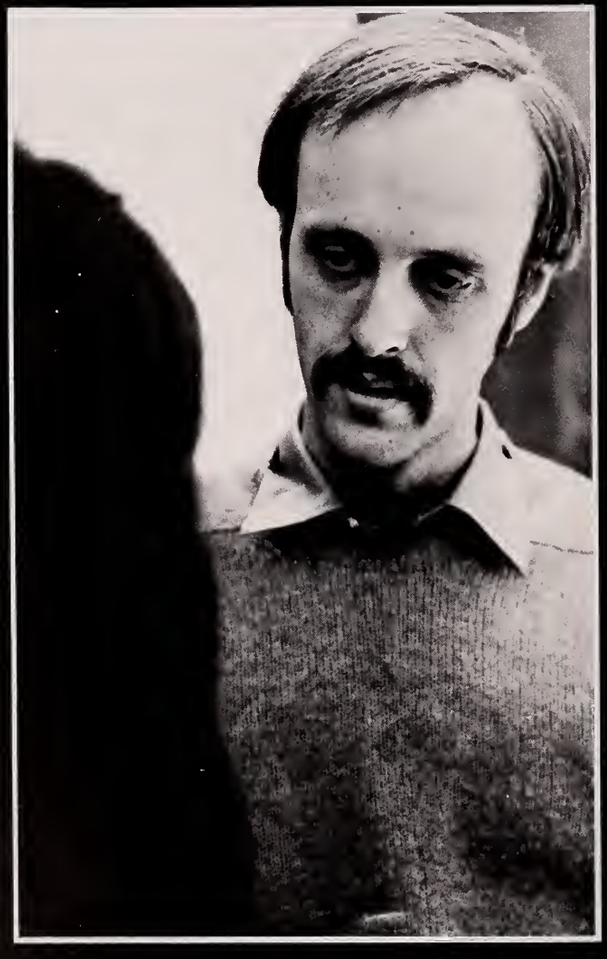




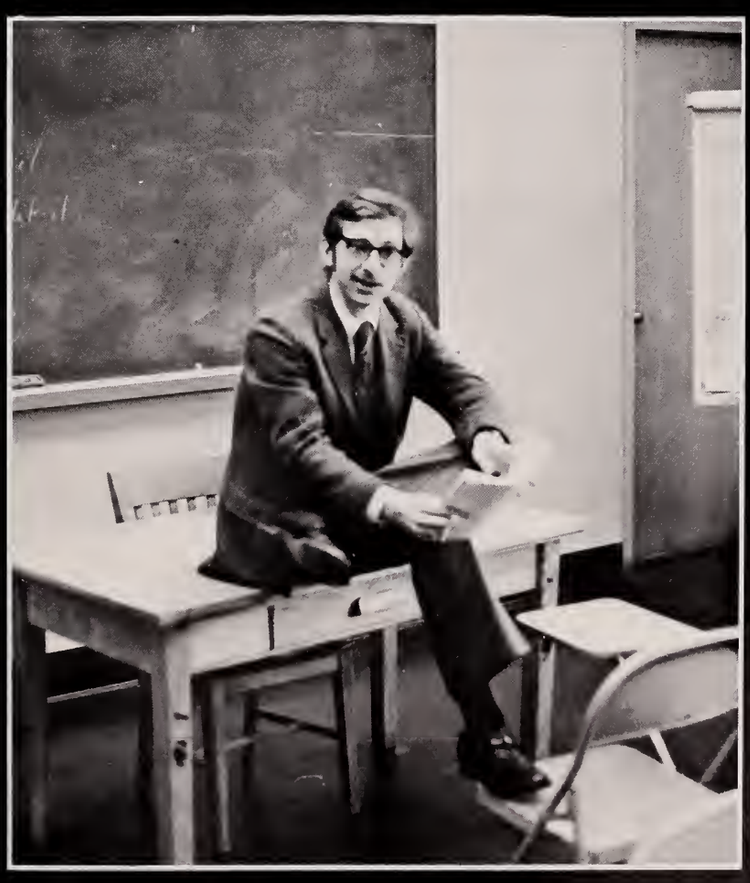


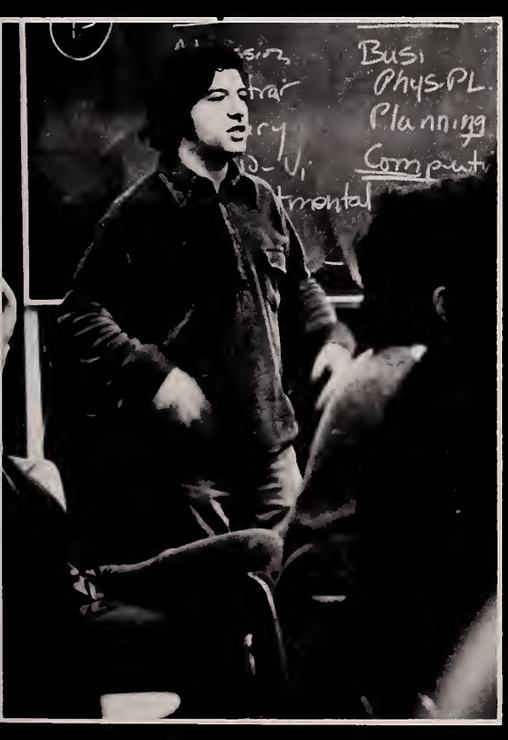


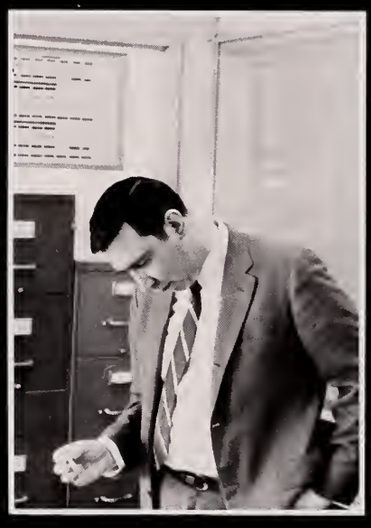


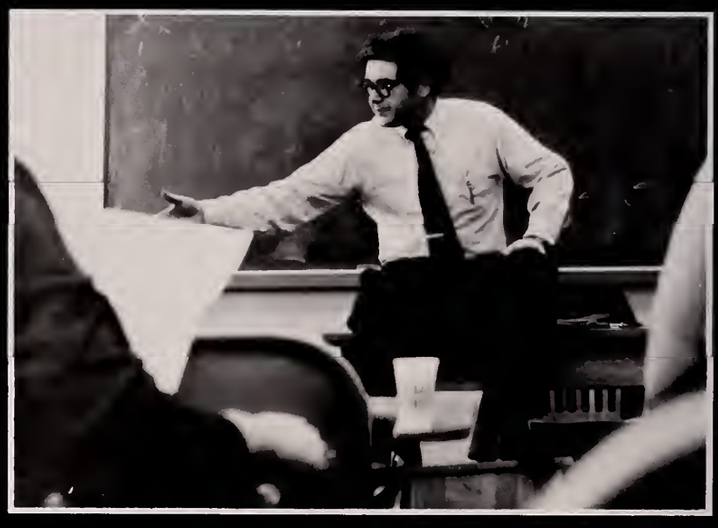


NO
SMOKING

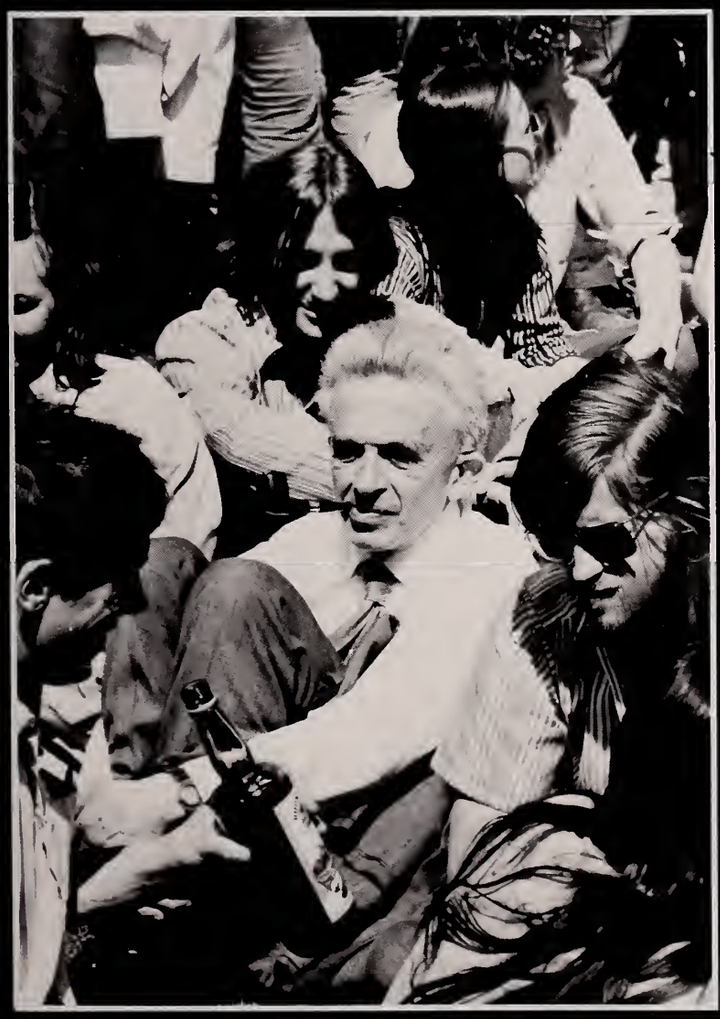



Busi
Phys.PL.
Planning
Compute

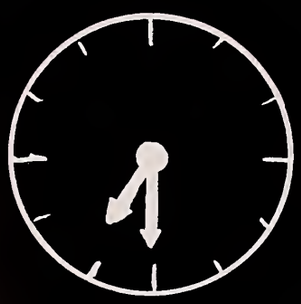




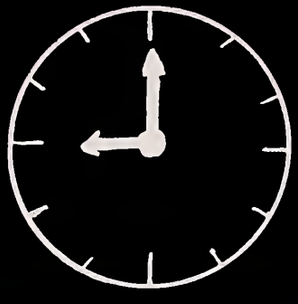
IS THE

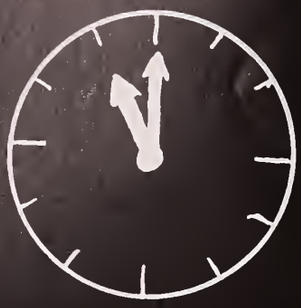


A Day In The Life . . .

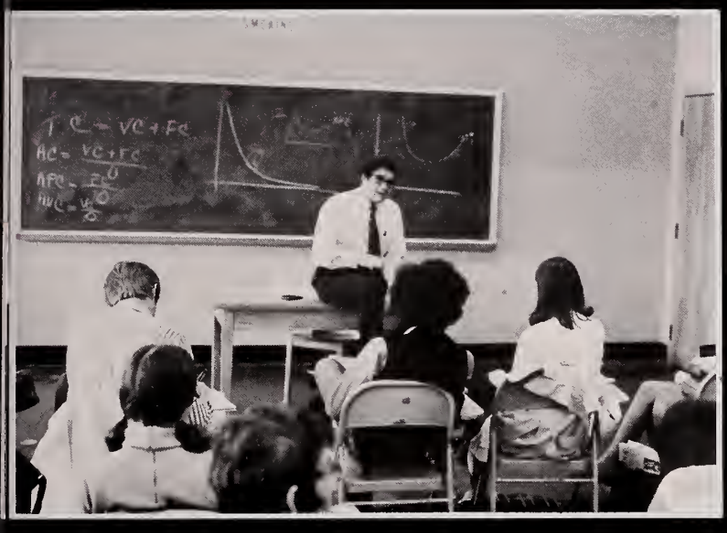


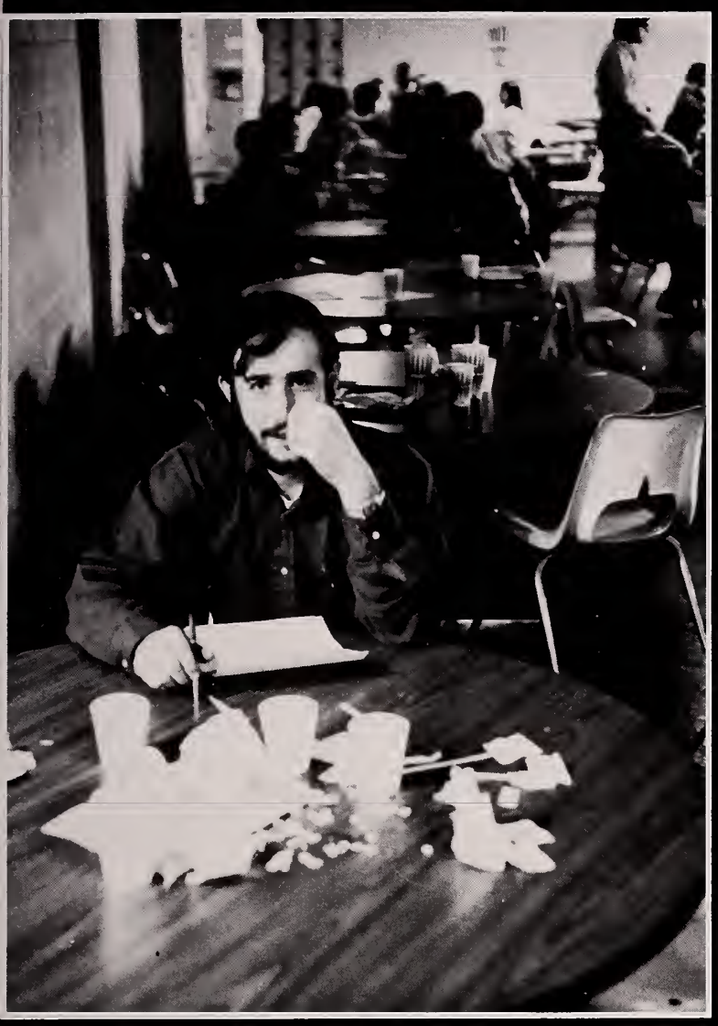
HAVE TOLL READY

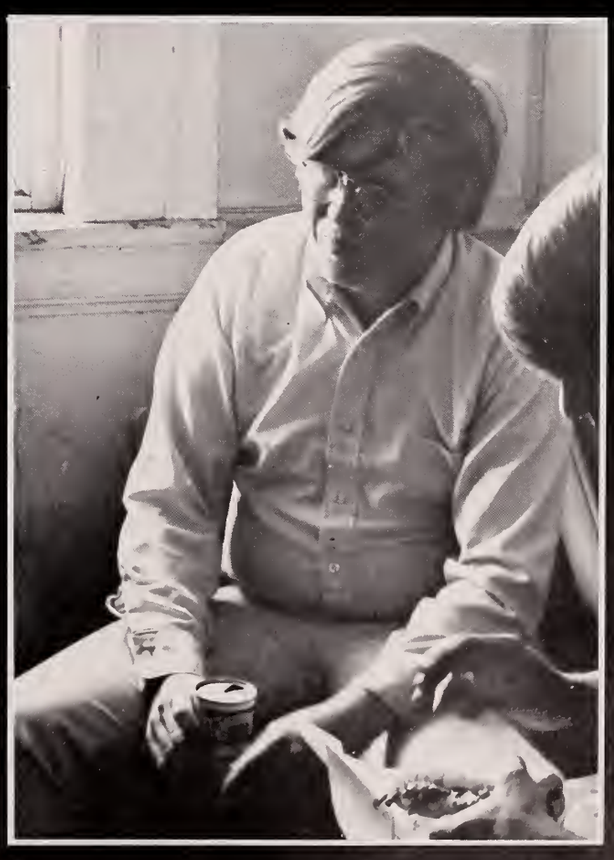


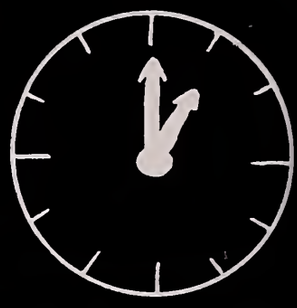


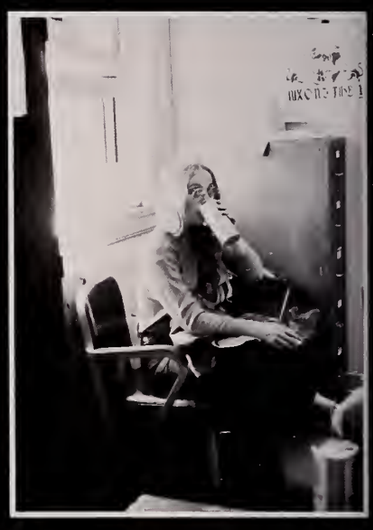
PHILOSOPHY


TC = VC + FC
AC = VC + FC

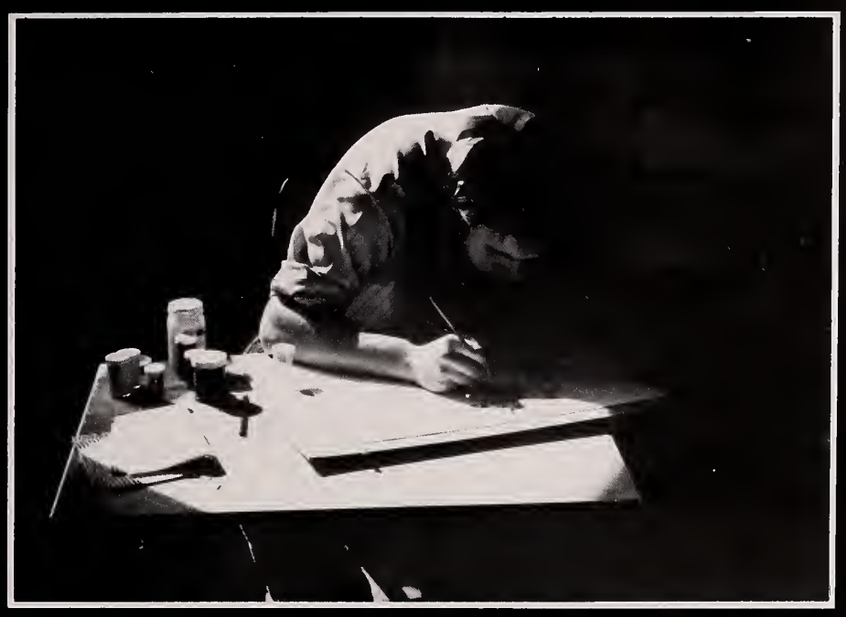


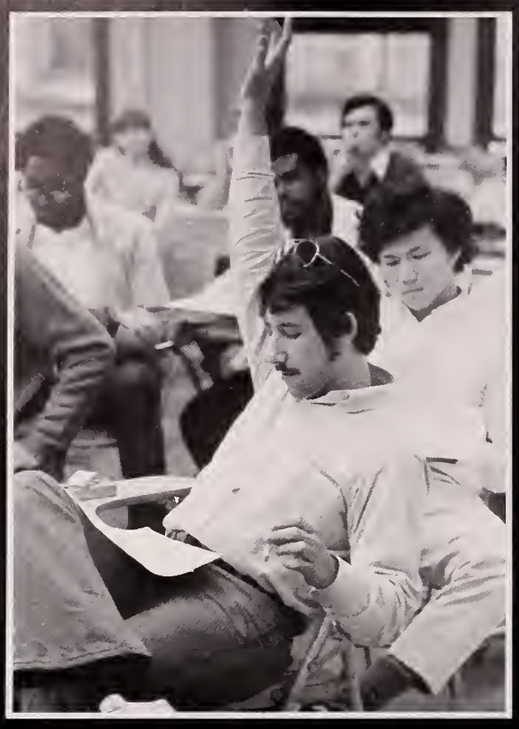


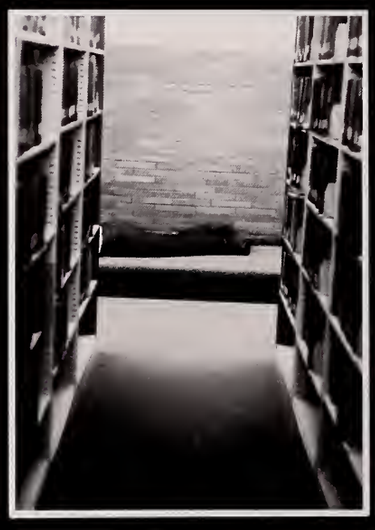


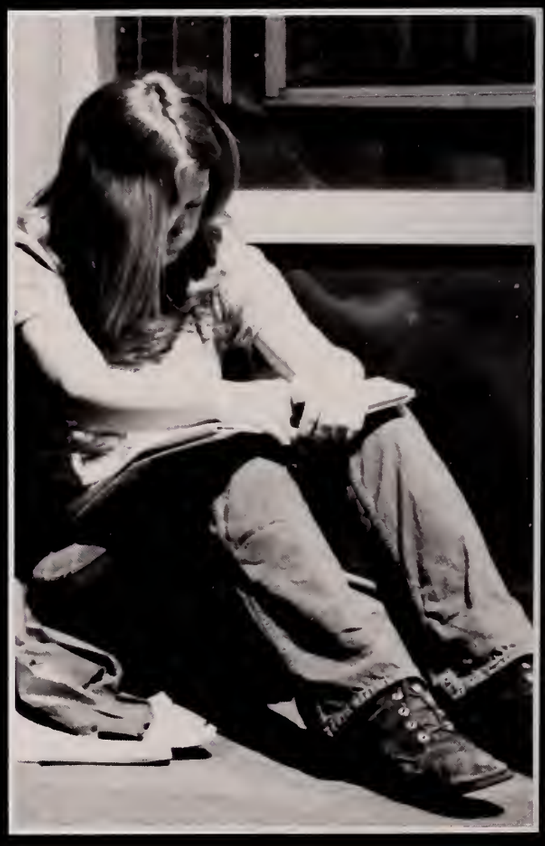


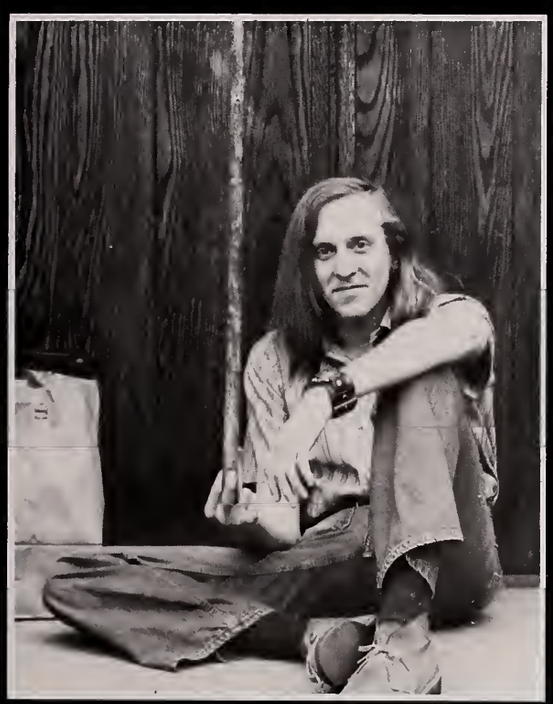
ENTRANCE



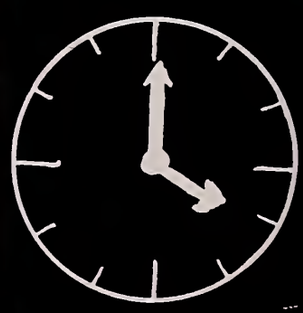








SAWYER
LOUNGE
IN DEFENSE OF THE STUDENT & ANTI-WAR MOVEMENTS
KENT STATE
HEL
GIVE!



UTB Football

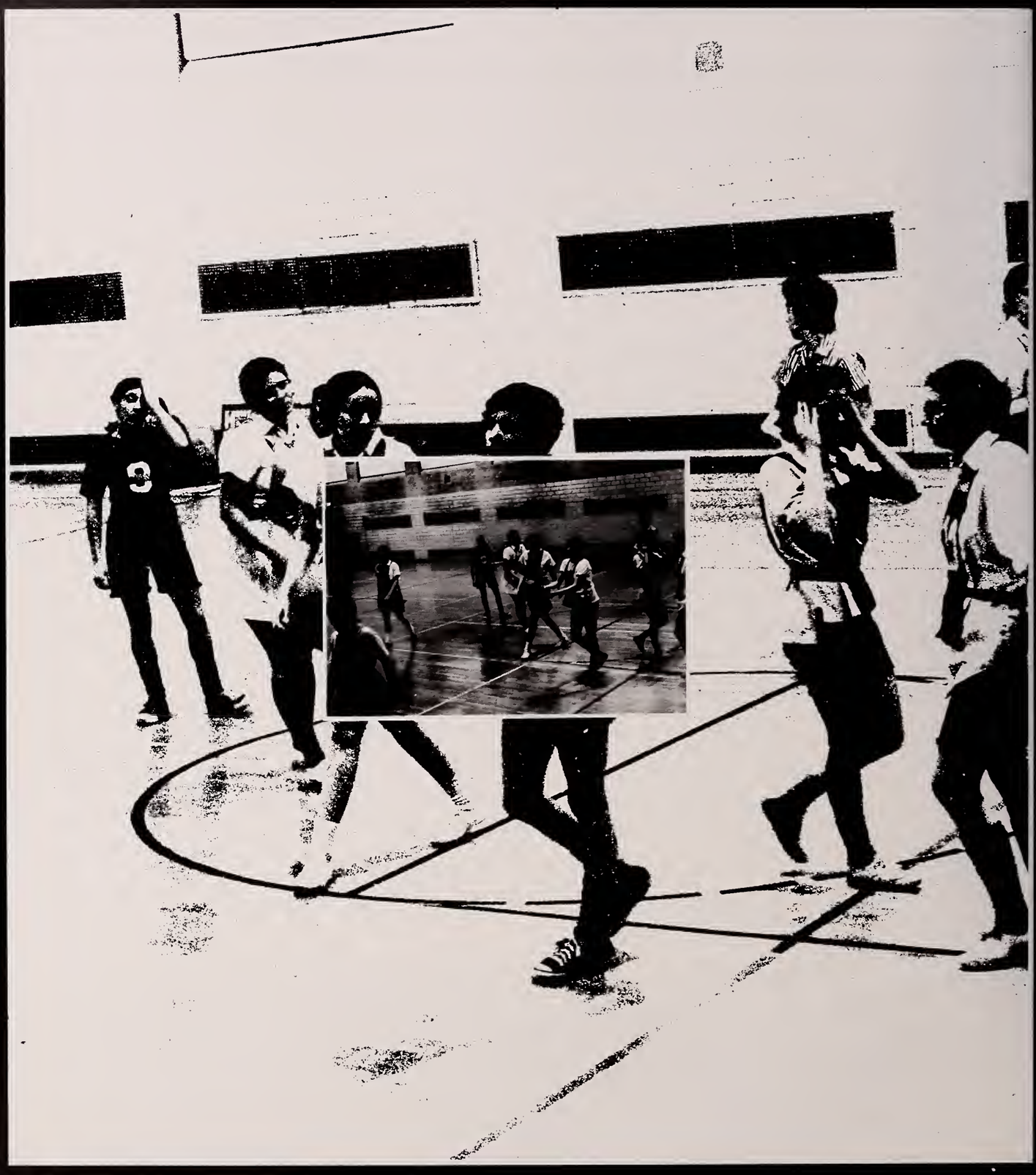
Throughout the fall, seven teams battled for a championship with all the desire of an intercollegiate conference . . .

. . . and on a cold day, on a frozen field in late autumn, The Stoics became #1 — the Champs of UMB Football.

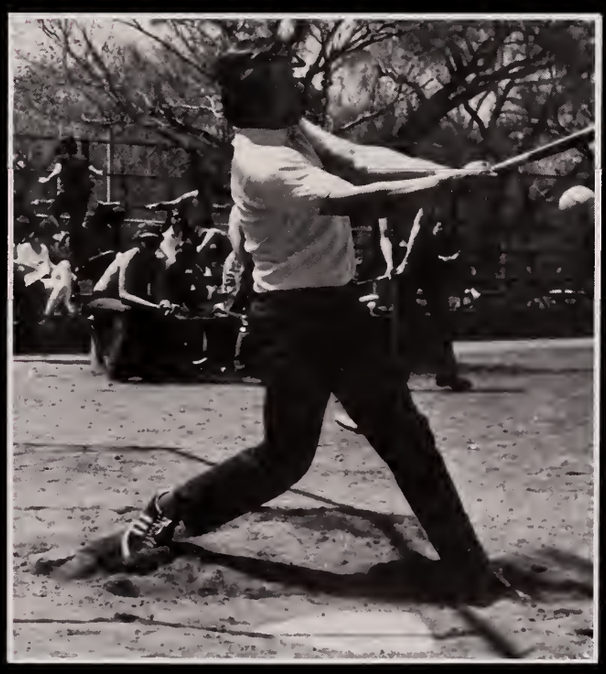
The Stoics

Hockey

Basketball

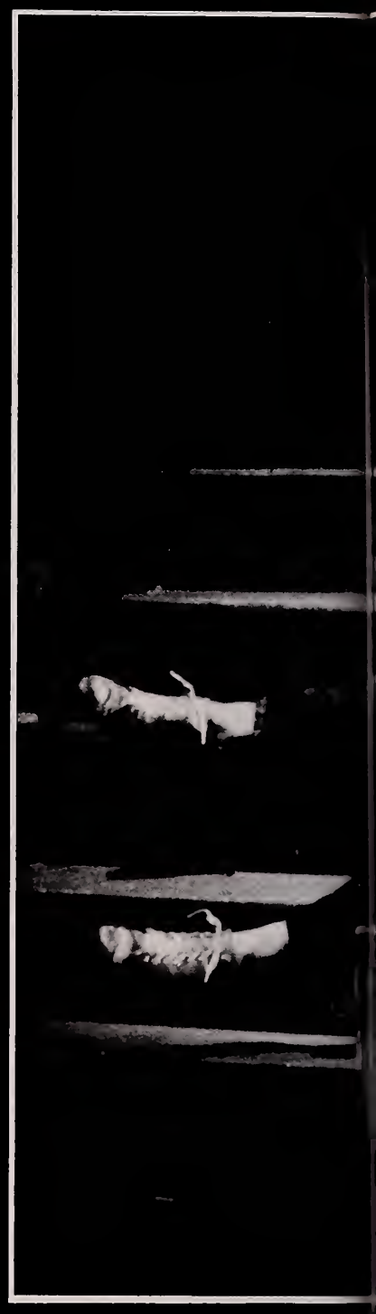


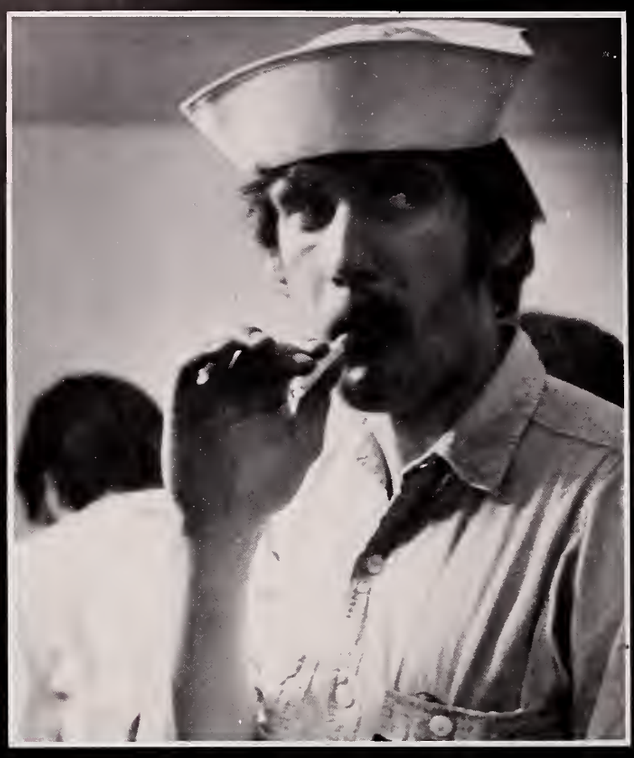
Softball



"Camino Real"

by Tennessee Williams



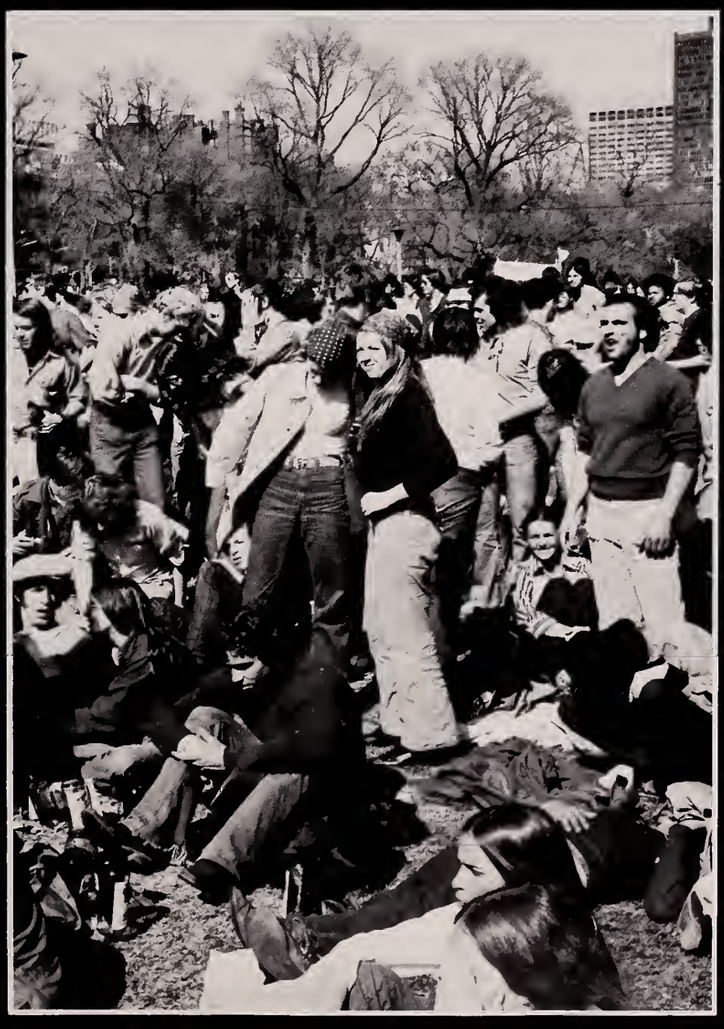


PULL

UMASS-BOSTON
FOR
PEACE

now
shop

DINIS
U.S. MAIL



In Vietnam, first
freedom of choice
for all; then peace.

LET'S STOP THE WAR NOW!

HOUSEHOLD FINANCE
Loans

STOP

★ U.M.B. — CLASS OF '71 — presents ★

THE GREAT ESCAPE

★ SATURDAY - SUNDAY ★

JANUARY 23 & 24

2 DAYS OF: ★ TOBOGGANING

★ SKIING ★ SLEEPING ★ LAUGHING
★ SKATING ★ DINING ★ LOVING
★ SLEIGHING ★ DANCING ★ LISTENING

-Plus-
JONATHAN EDWARDS

"THE PROPOSITION"
"PARK ST. UNDER" ★
w/ "FECES"

POLAND SPRINGS RESORT

MAINE — (125 miles from BOSTON)

A $30 VALUE FOR ONE — $60 PER COUPLE . . . YOURS AT

$2.00 PER TICKET ★ $4.00 PER COUPLE

★ 2 TICKET MAXIMUM PER STUDENT ★

Transportation will be provided if necessary. Buses will leave Saturday January 23rd — 8:00 a.m at the Front of Sawyer Building.

Metropolitan Show Print - 97 West Dedham St. Boston, Mass

The Class of 1971
of the
University of Massachusetts at Boston
cordially invites you
to its
Great Escape
Saturday and Sunday evenings
January twenty-third and twenty-fourth
nineteen hundred and seventy-one
at the
Poland Springs Inn
Poland Springs, Maine

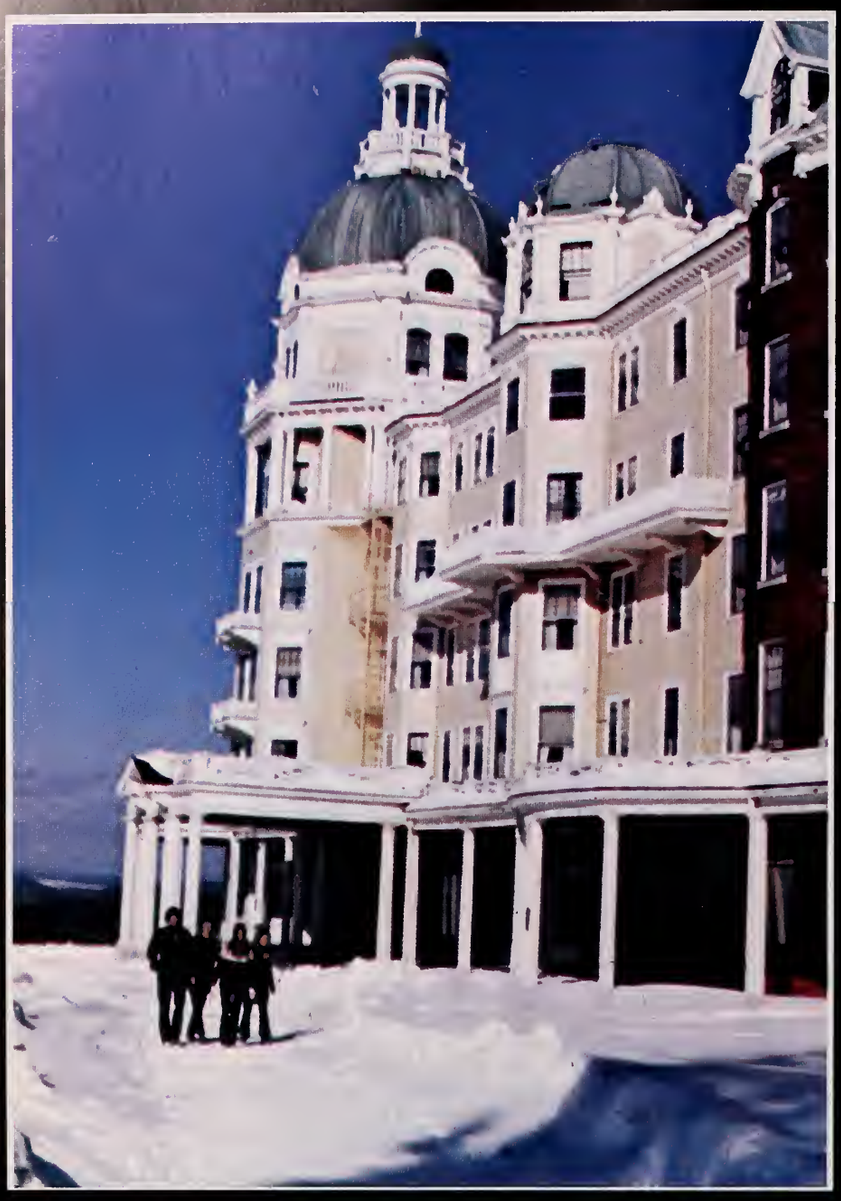
To be featured —
The Proposition
Jonathan Edwards
Park Street under
FECES

This Is the

Middle of the Book

CHARTER
BRUSH HILL

Poland Springs, Maine . . .



JOB NUMBER
09642
PAGE NO
PICT. NO.

POLAND WATER

For the adventuresome . . .

. . . the abandoned mansion weathered by money and ice.

The Proposition

Park Street Under

Jonathan Edwards

FACES

Glennon and McCarthy

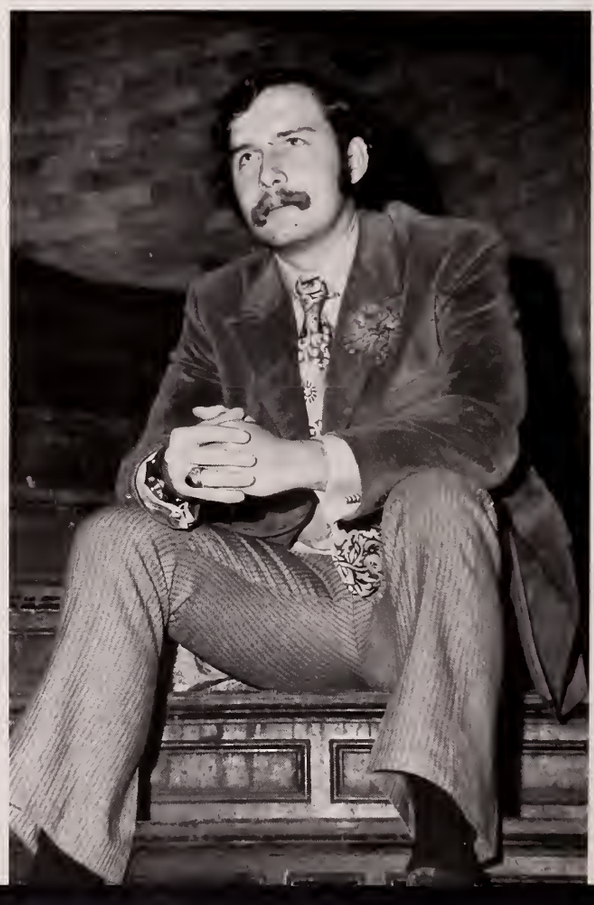
and a good time was had by all . . .

Seniors:

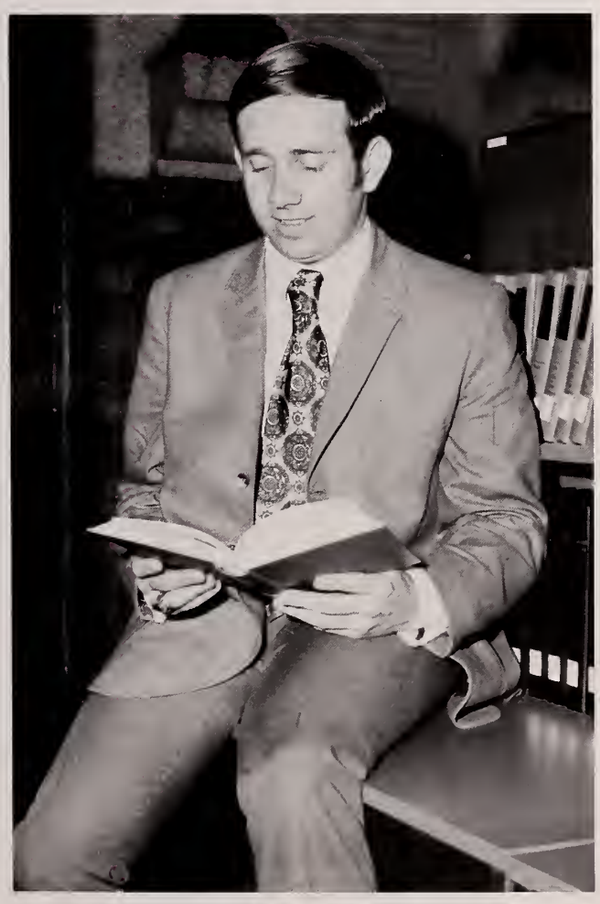
Anita Alberta

Gloria Amaral

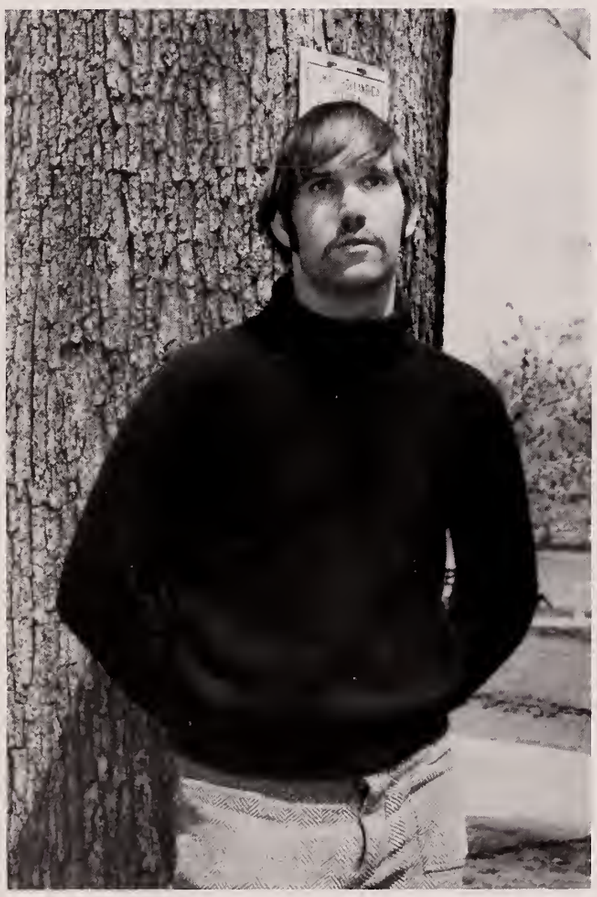
Dave Andressen



Paula Antipas



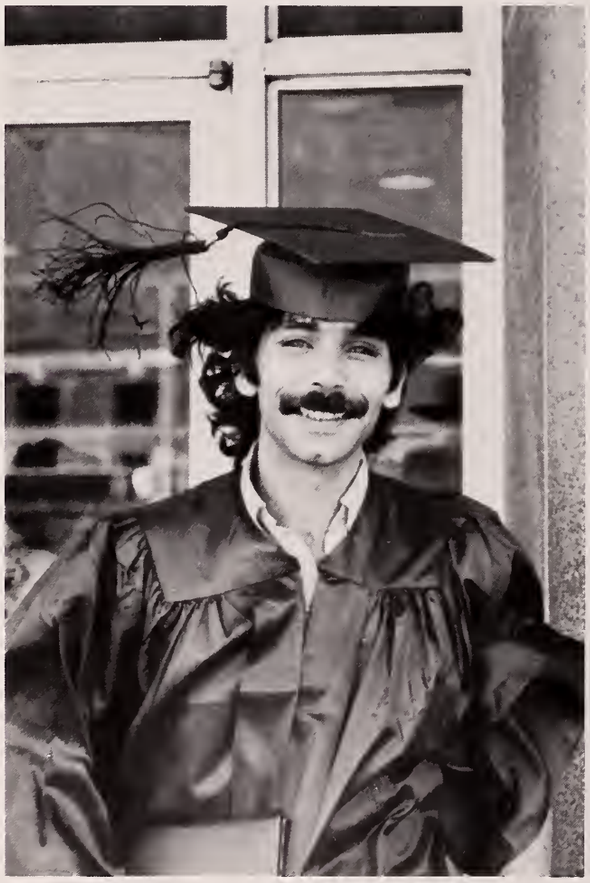
Ralph Archer



Mark Atkins

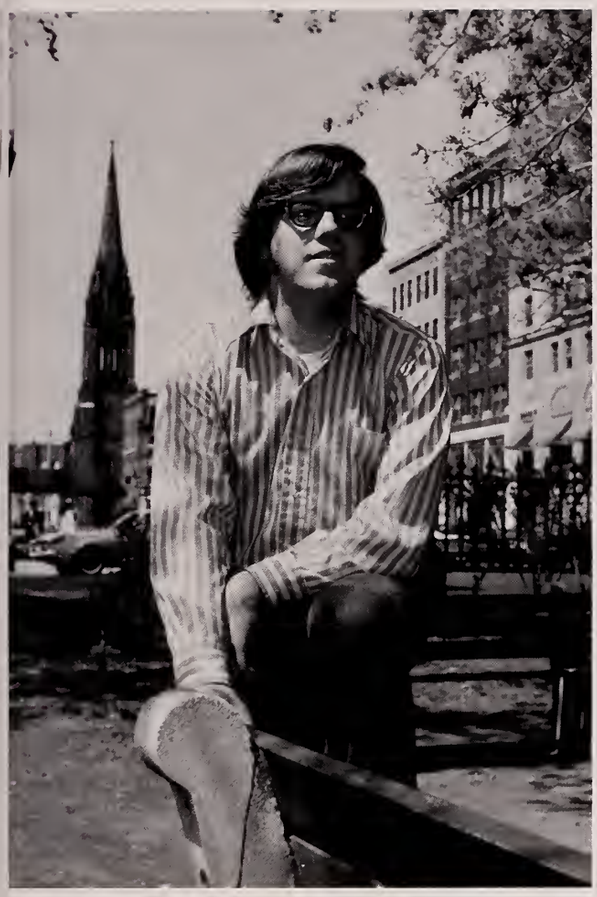
Bob Austin

Michelle Babajtis



Lee Bacall

Eva Baranowski

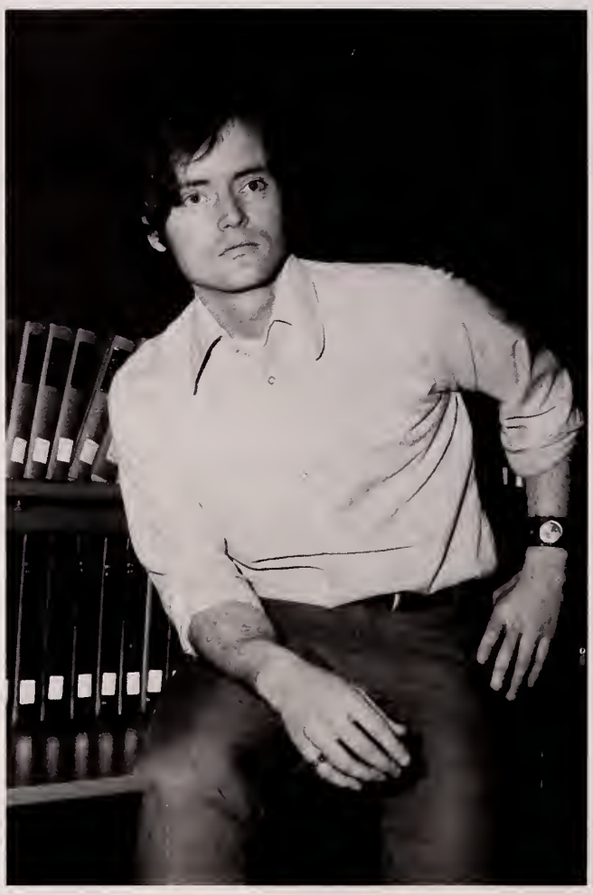


Pete Badger

Anne Barker

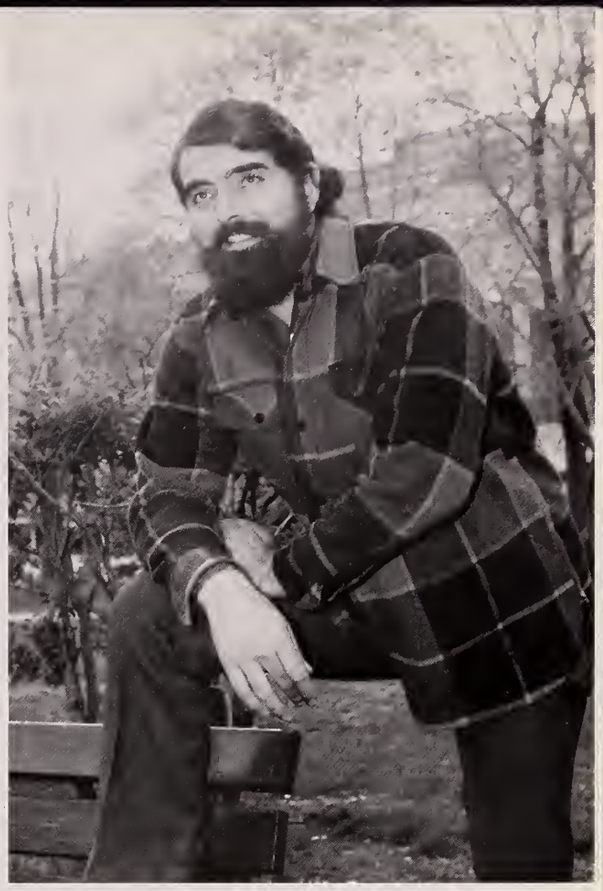
Bob Barker

Jim Baslock



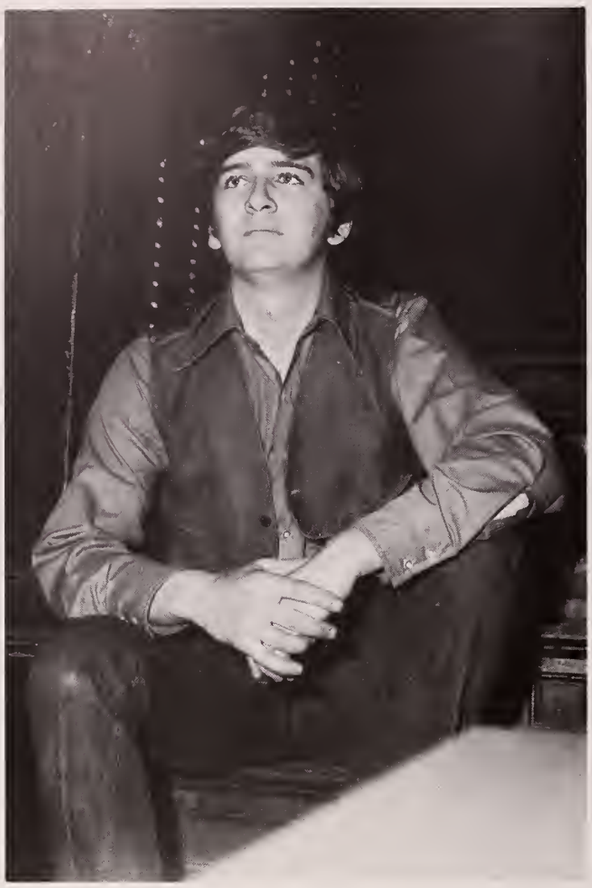
Bruce Bauer

Carol Bellis



Bill Bell

George Begin



Joe Belliveau

Ellen Bennett

Barbara Bertrand

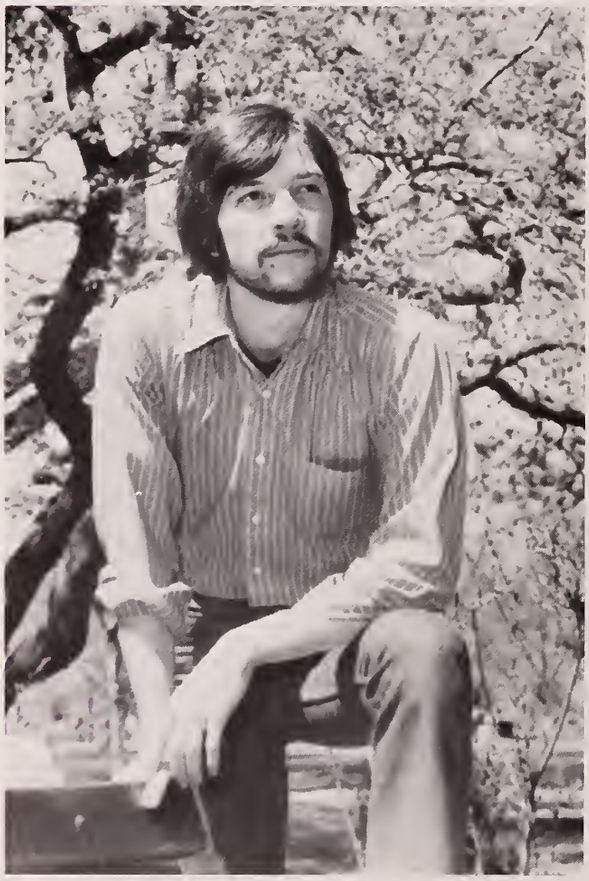
Paul Brennan

Ed Brigman

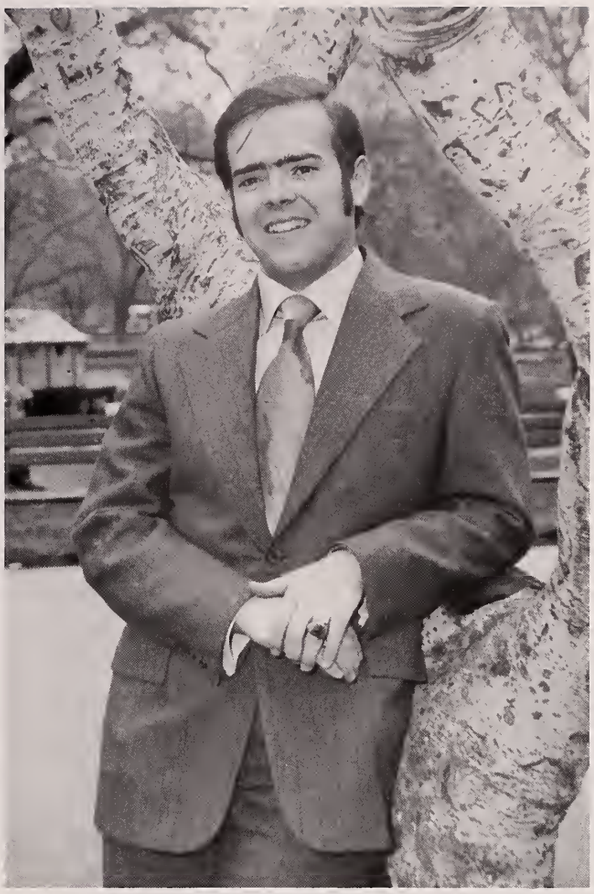
Laurel Brumme

John Bruce

Pat Buckley

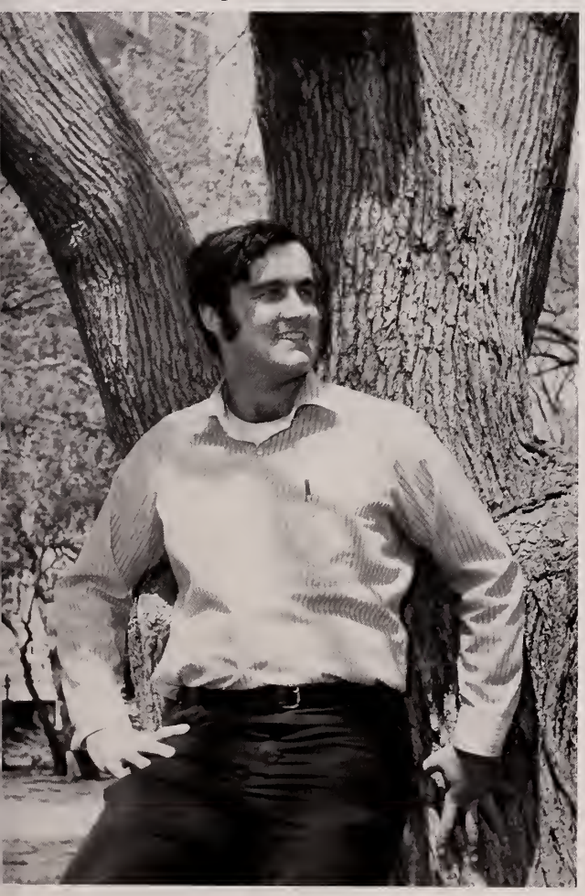


Vicki and Bob Bunch



Jim Burns

Guy Capilli



Marjorie Cahill

John Carta

Nancy Chiacchia

Kevin Coffey

Carmel Collins

Arnie Cohen

Donna Connare

Rodia Constantinides

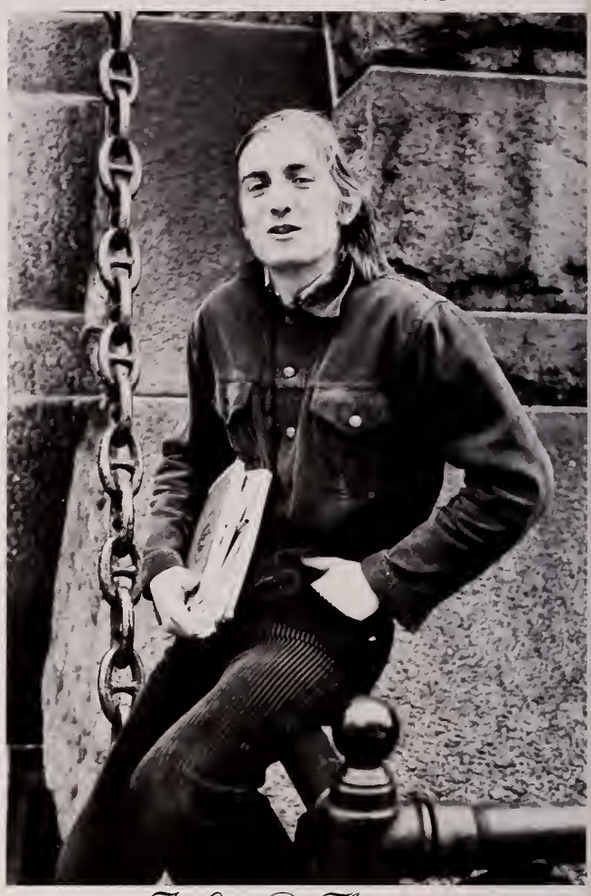
Maureen Crewe

Tom Conward

Dianna Costella

Gail Crine

Peter Cullinane



Janice Daniels

John D'Agnese

Linda D'Agosta

John Dalton

Dickie Day

Lucia David

Kathy Della Barba

Dave
Dearborn

Joe
De Castro

Steven
De Fronzo

Nancy
Dinand

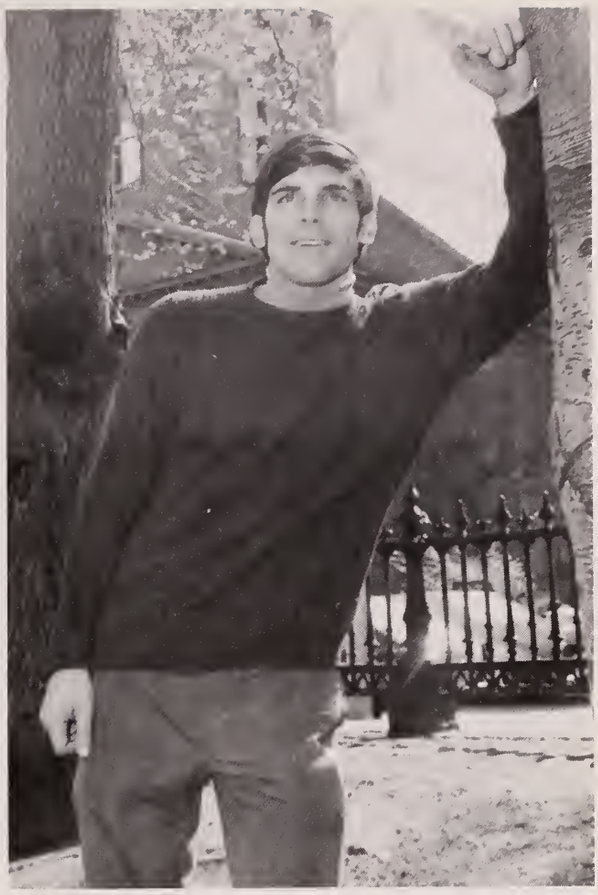
Joanne
DiPietro

Tony DiVincentis

Kathy Dowling

Karen Doyle

Pauline Doyle



John Driscoll

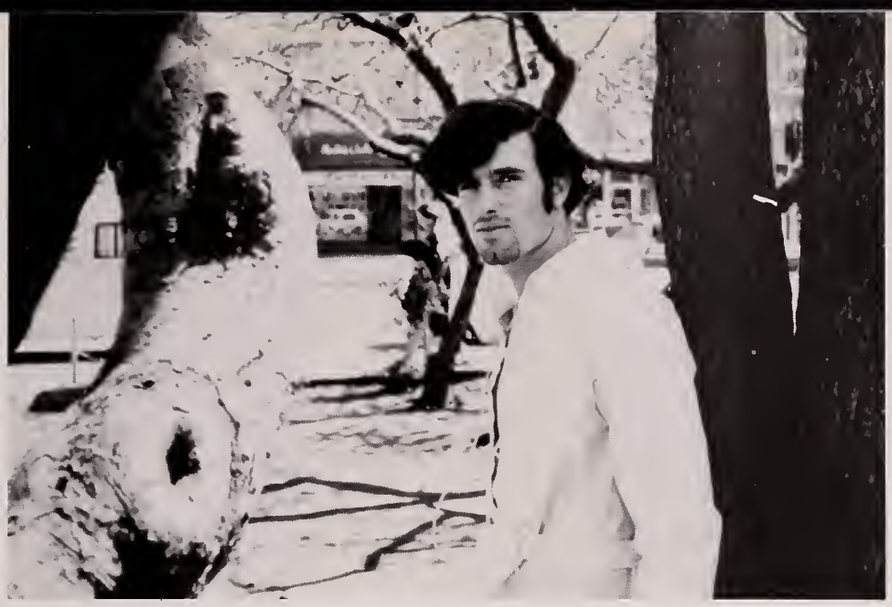
Steve Driscoll

Michelle Drobnis

Sandy Eaton

Diane Falkowski

Pat Esper



Bob Finneran

Marie Finocchio

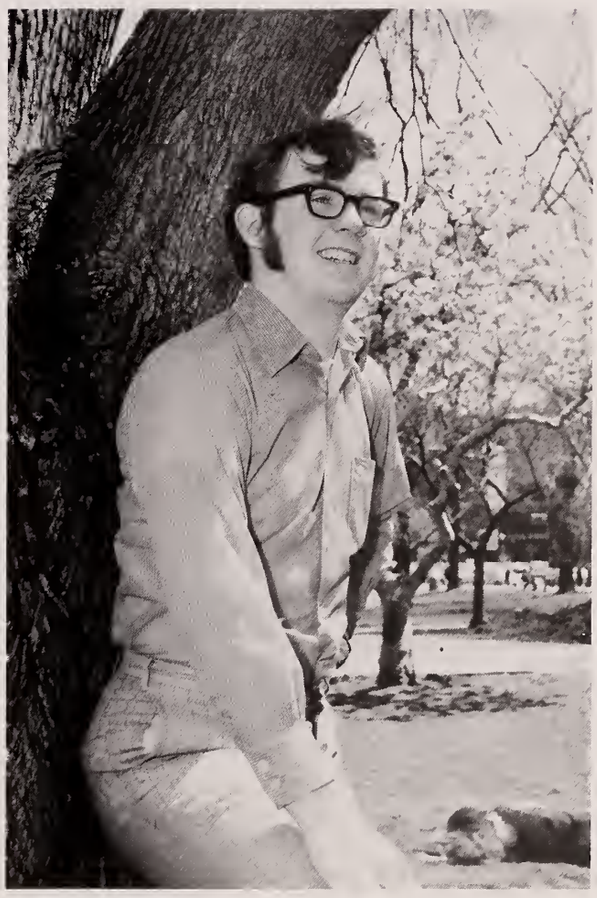
Tom Foley

Marsha Fradine

Dave Fouracre

Rich Fitzgerald

Bill Glynn



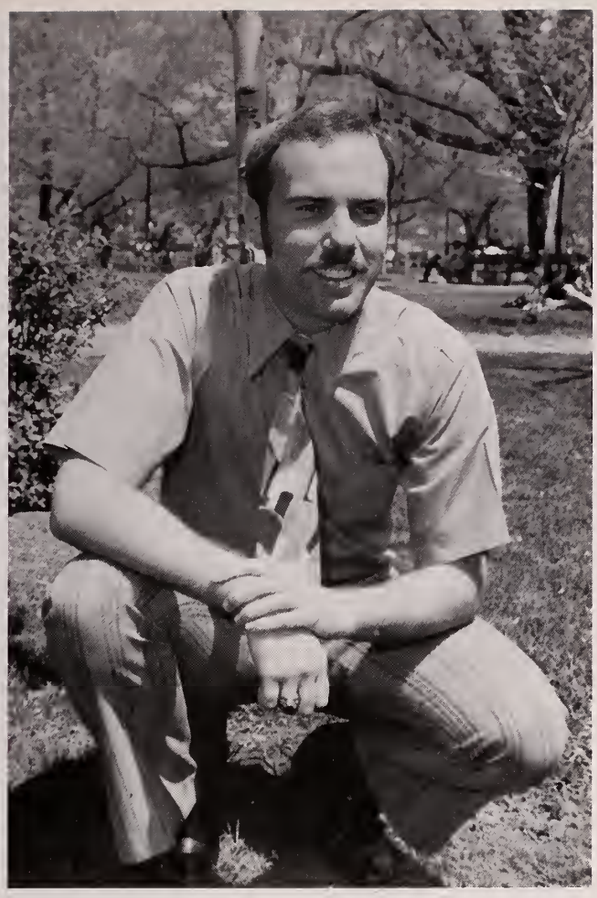
Joe Flynn

Jerry Freedman

Lester Greenberg

Lonnie Gilchrist

Linda Gillespie



Bob Griffin

Bob Grillo

Jane Hennessey

Arlene Hatten

Tommy Hobin

Maureen Higgins

Ron Homan

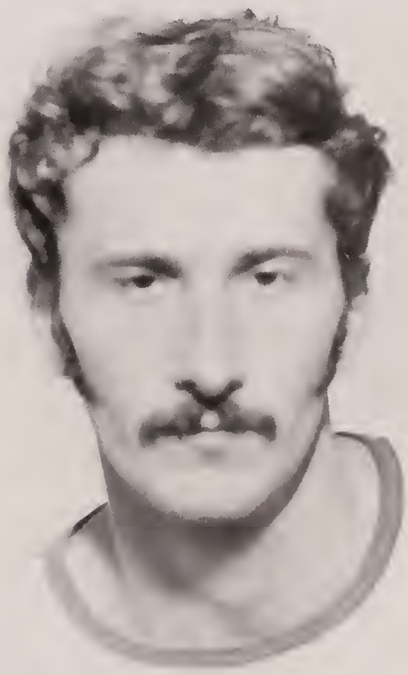
Eddie Hohmann

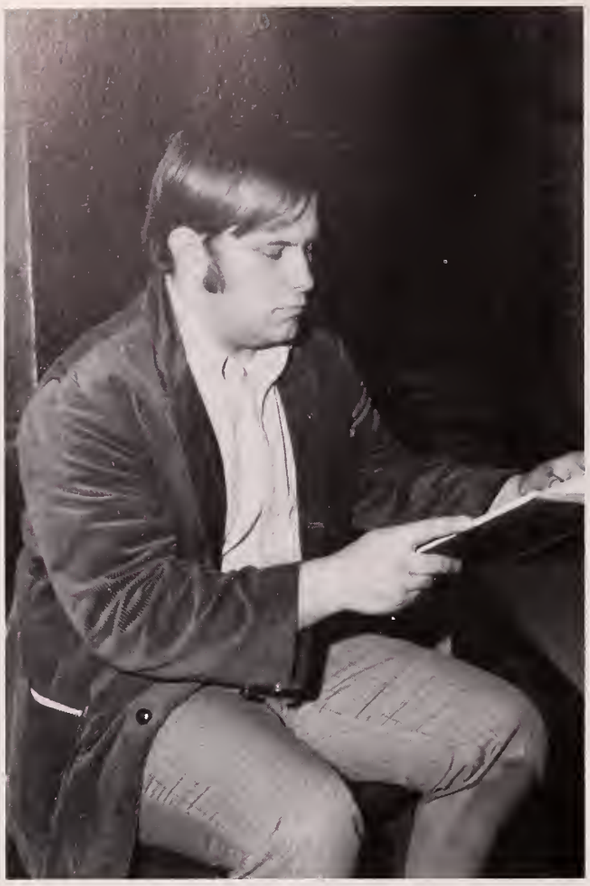
Victor Indrisano

Paula Hunter

Mary Jenkins

Dick Jewell





David Johnson

John Kazes

Glenda Kasabian

Rich Keefe

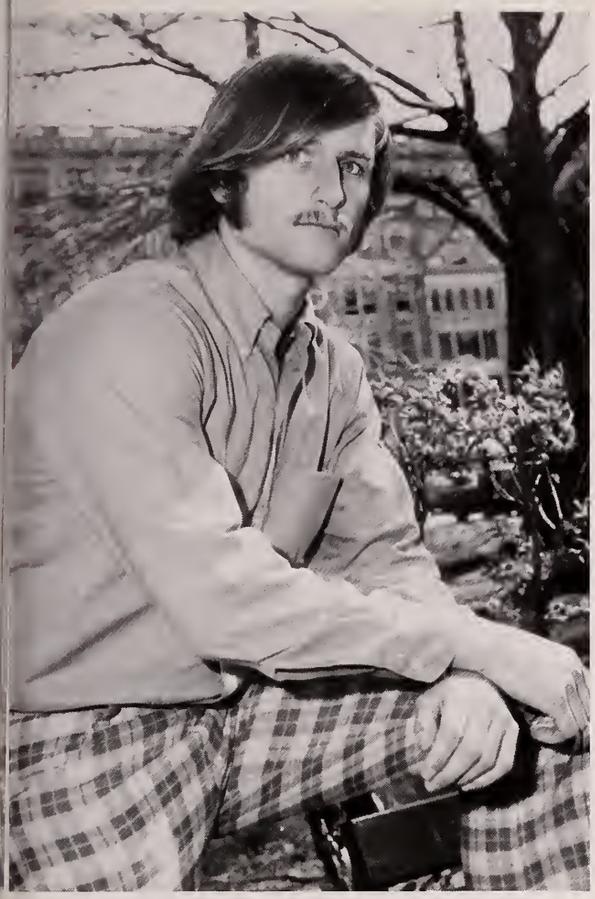
Maryanne Kenealy

Donna Kenny

Jim
Kenney

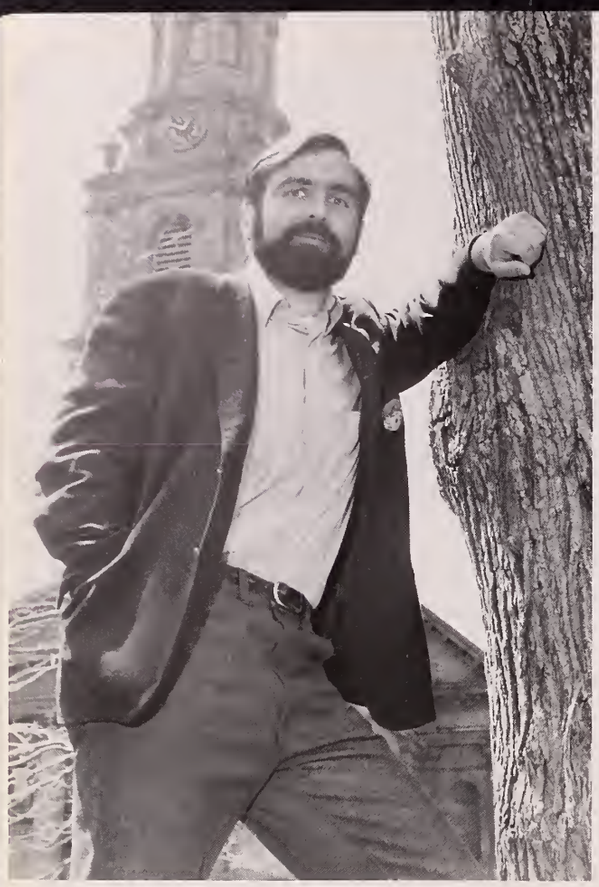
Kev Kirrane

President of the Class



Mike Kravchuk

Bernardine Kublin



Henry
LaChapelle

Joyce Lagana

Secretary of the Class

Margaret Lang

Linda
LeFavour

Connie Lawless

John Lee

Paul LeGrow

Lynda Leonard

Maria Leone

Paul Lemieux

Tony Lori

Judy Long

Bill Levine

Arthur Luiz

Virginia Mahady

Don MacIver

Rena Maltzman

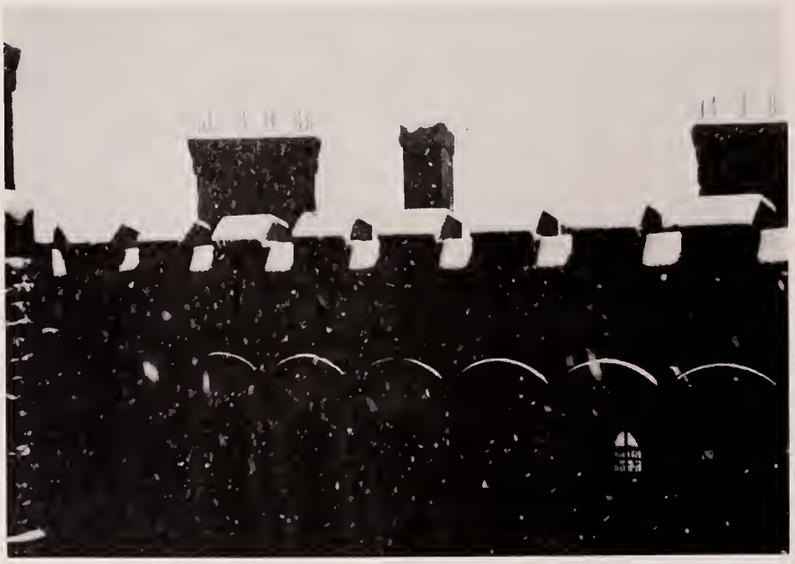
Jane McCarthy

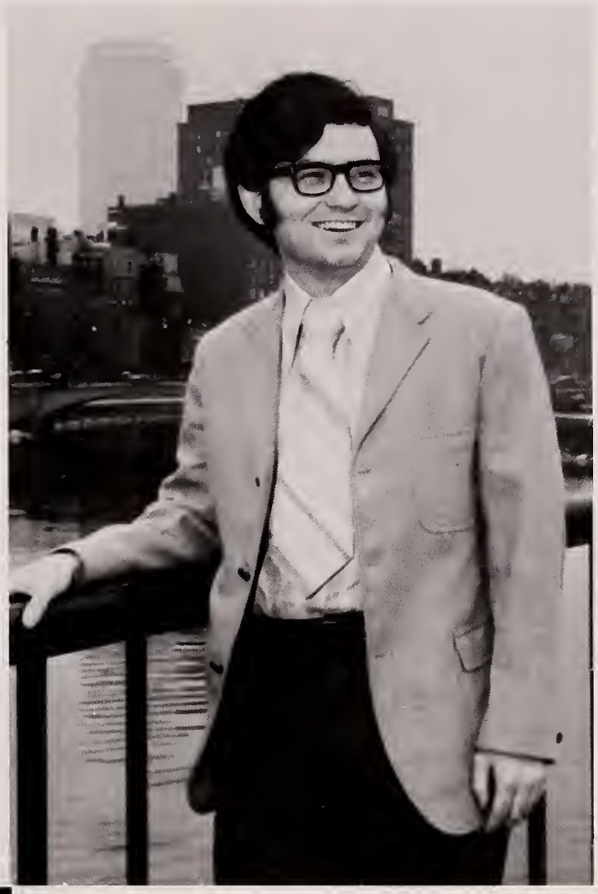
Roland McBride

Tom Marshall

Jane MacDonald

Jean McDougall





Bob McElroy

Don

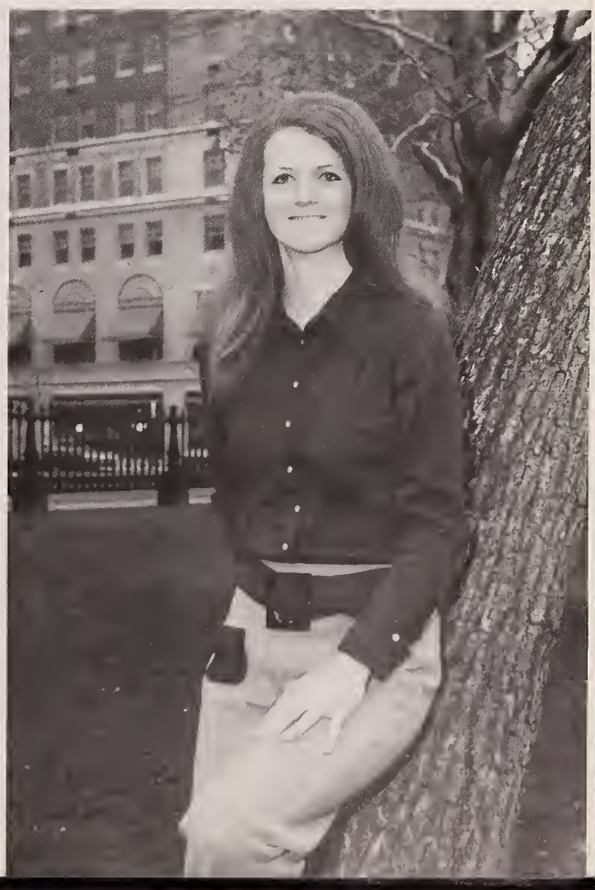
McGowan

Kathie McHugh

John McLaughlin

Kathy
McNamee

Kathy
McQuiston



Fred Meister

Jan Mooney

Pete Metherall

Sue Michener

Lena Myles

Ann Moulton

Pat Murphy

Christine Mullaney

Curt Naihersey

Joyce Newis

Mary Noons

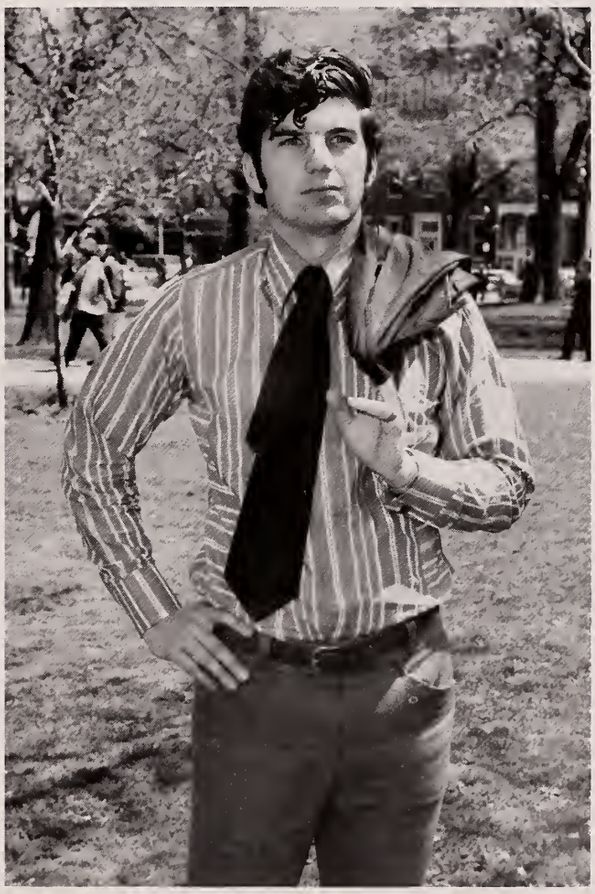
Sue O'Brien

Bob Olsen

Sharman O'Neill

Pete Paktam

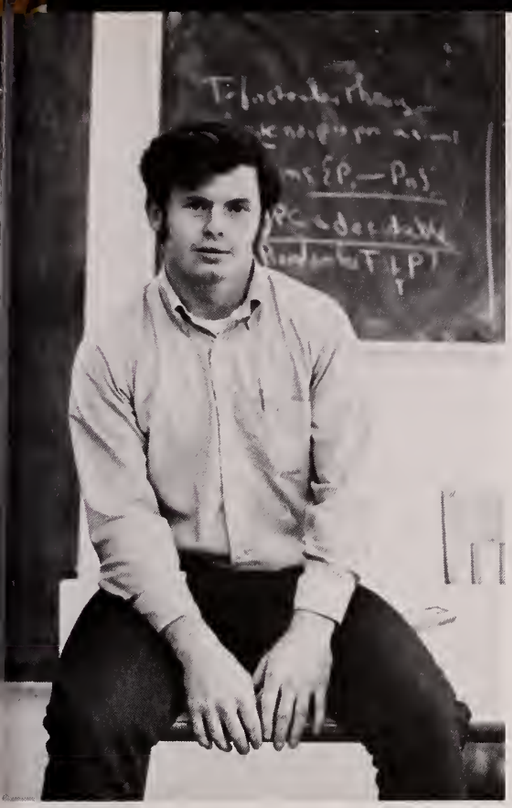
Paul O'Neill



Bob Patriacca

Bob Perry

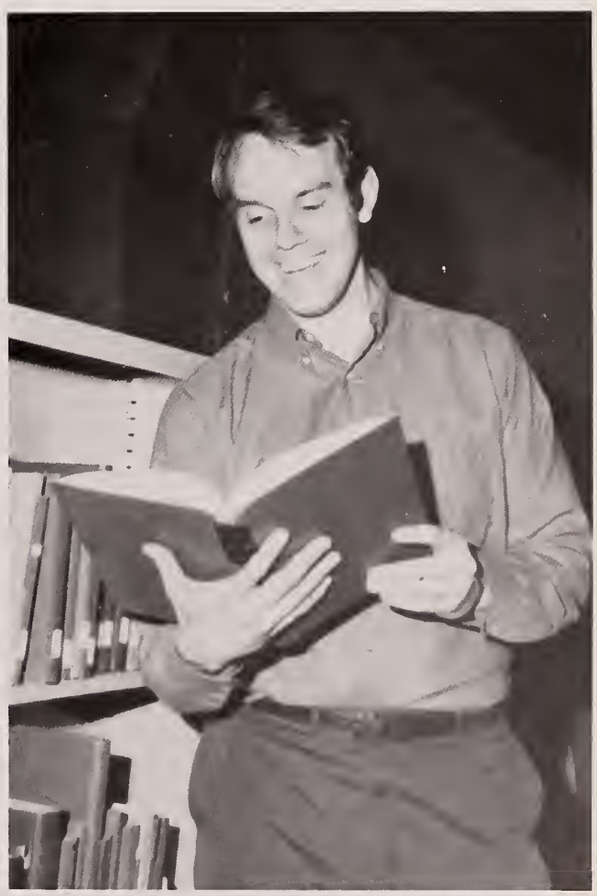
Donna Perona



Felia Proakis

Gertie Quinlan

Bob Phillips



Maria Quintal

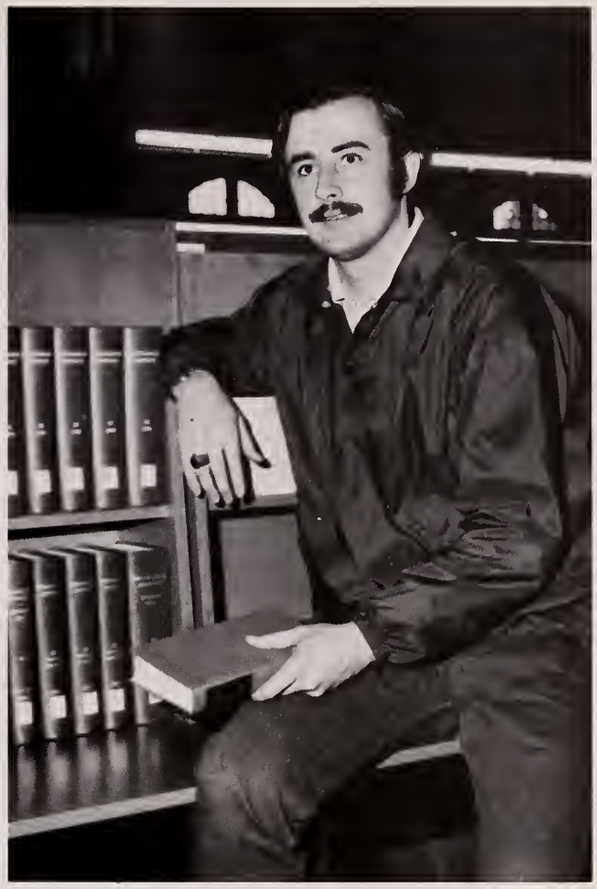
Herb Raistrick

Steve Rich

Bob Reitano

Treasurer of the Class

Ralph Roberts



Mike Riley

Elaine Roussopoulos

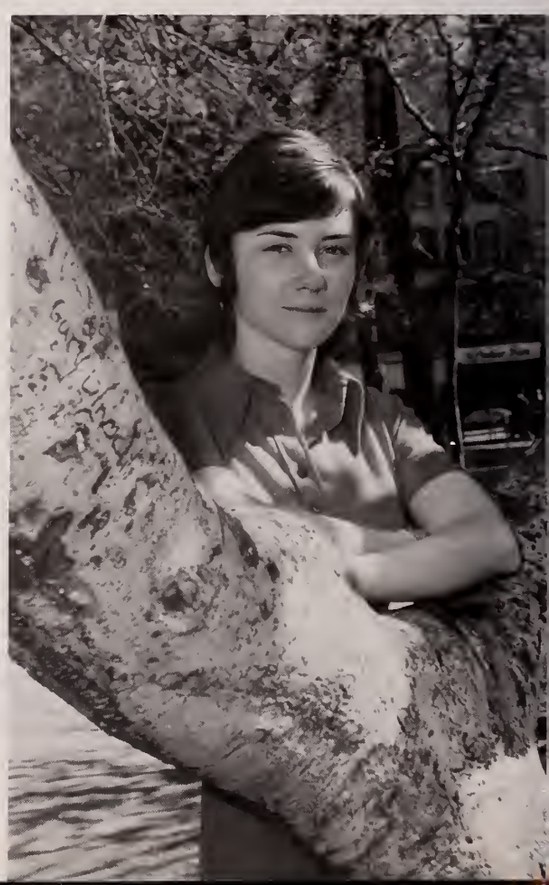
Paula Roberts

Diane Sabella

Judy Sambor

Cara Saper

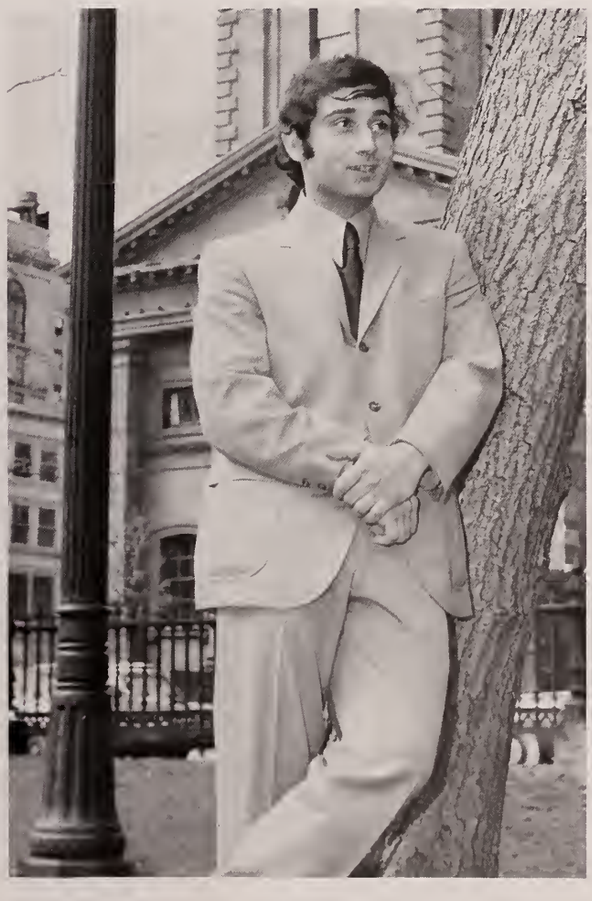
Maureen Sckiven



Lilian Semper

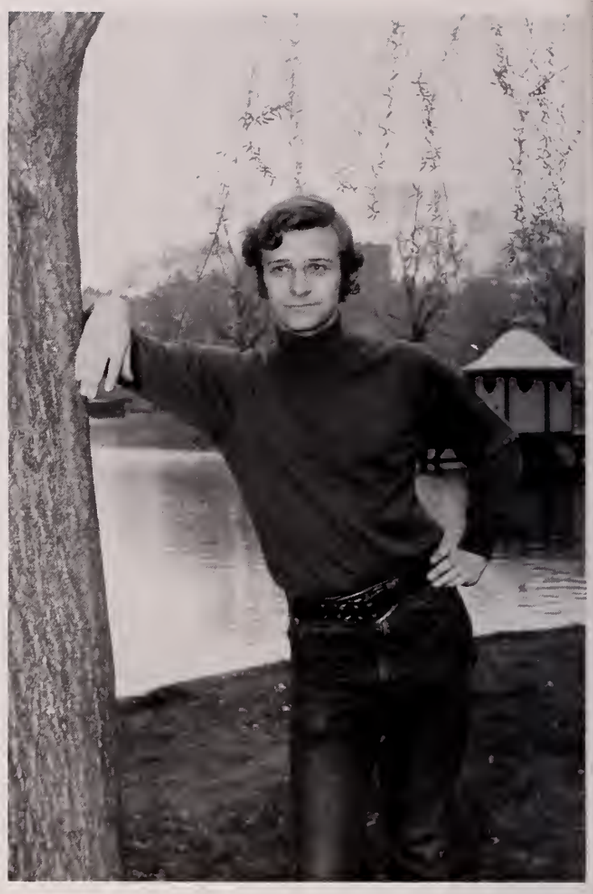
Bruno Selva

Frank Sestito



Joe Sendrowski

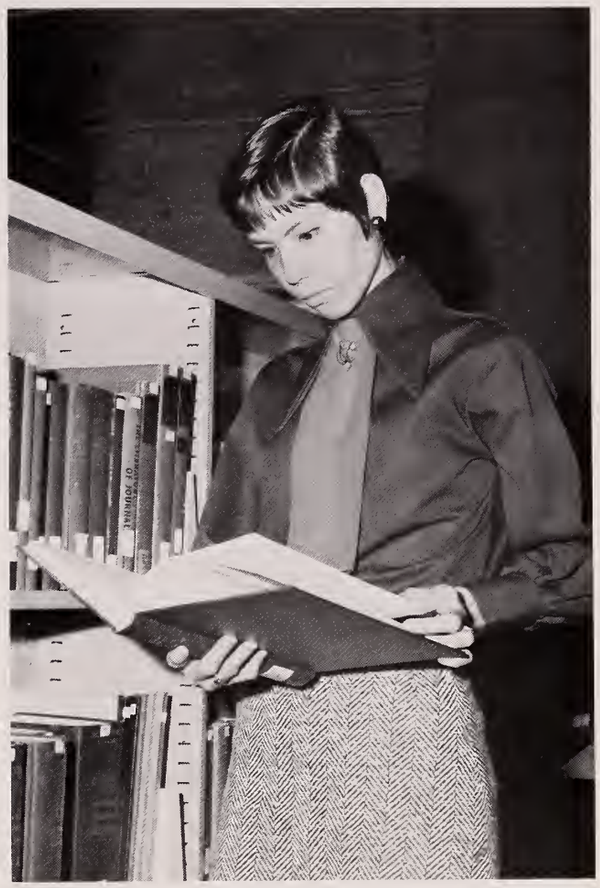
Marilynn Shaffer



Larry Shoner

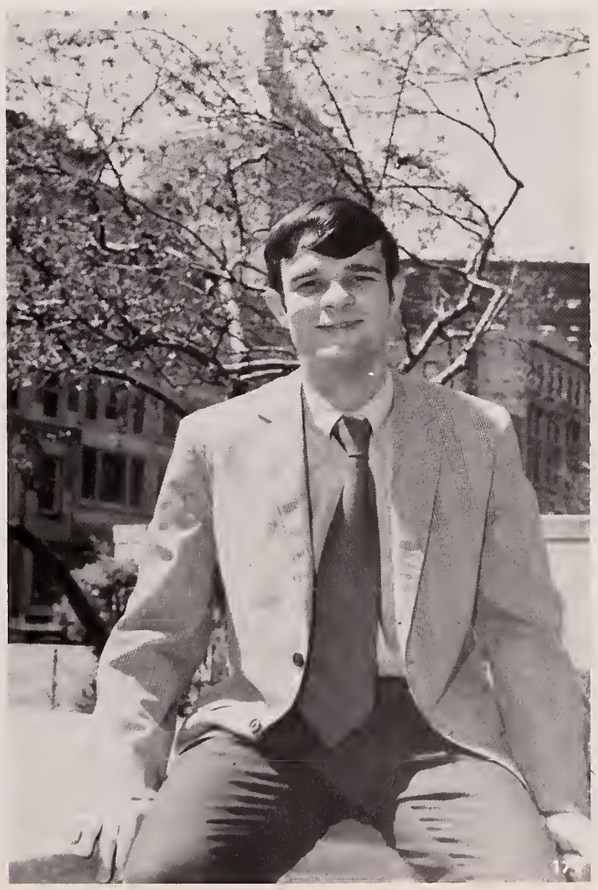
Phil Shurmaster

Michelle Smallcomb

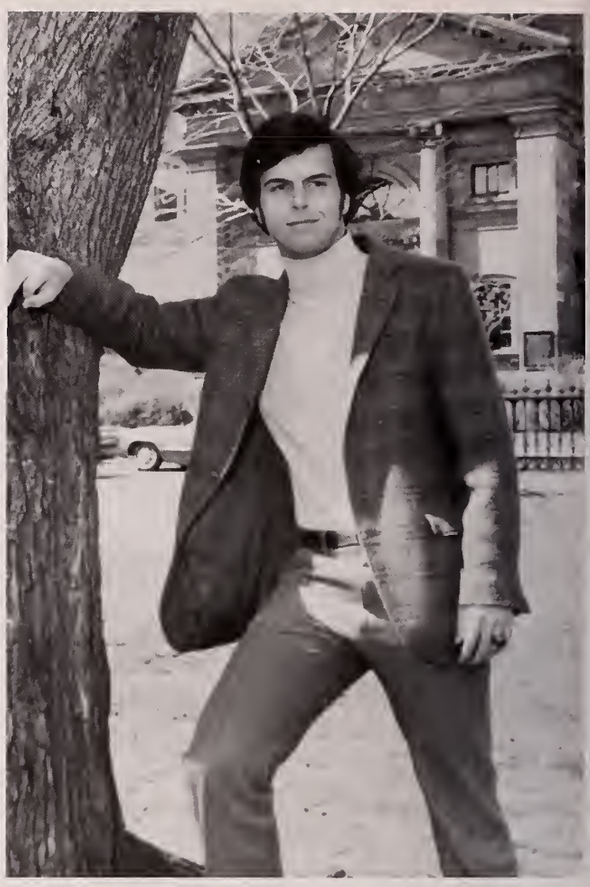


Arlene Silva

John Smallcomb

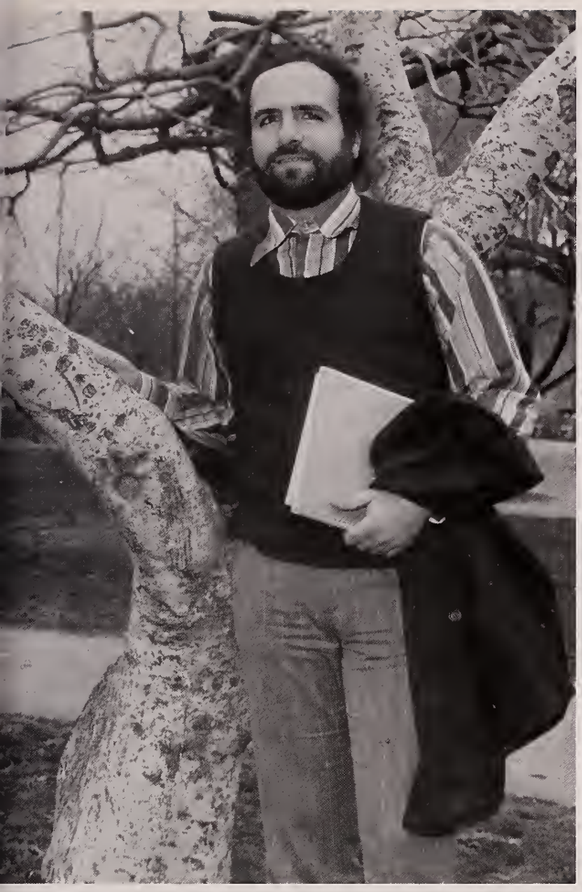


Susan Stadig



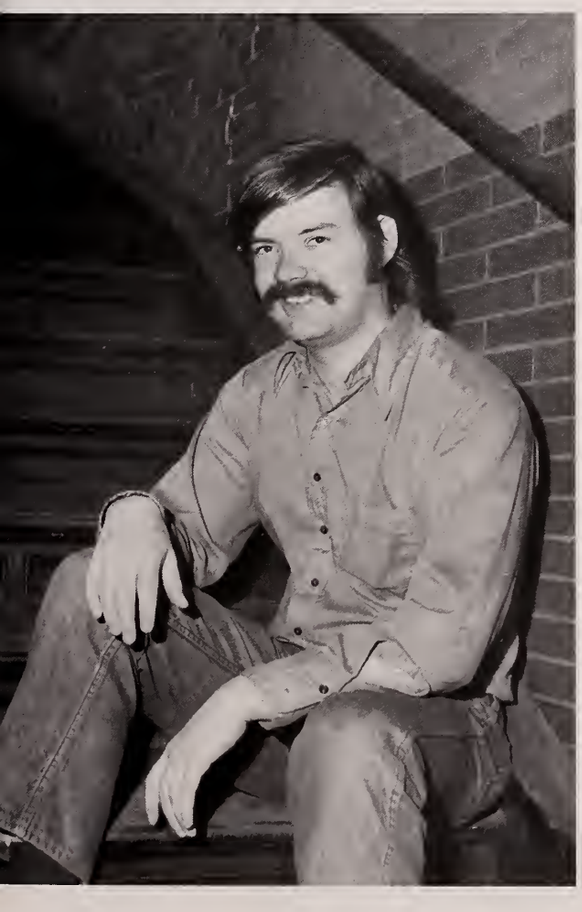
Dave Sparrow

Carol Smith



John Stahl
Jack Sullivan

Judy Stetson



Claudia Sutera

Maria Sullivan

Jackie Taylor

Joyce Taylor

Linda Tessari

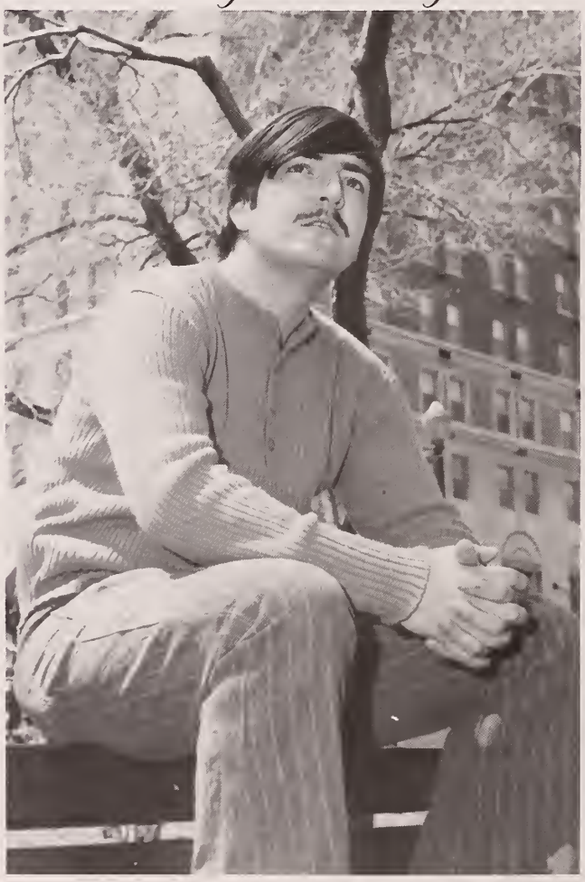
Joe Tavernier

Elizabeth Titus

Mike Tiano

Larry Tremblay

Ralph Thompson



Lindsay Trementozzi

Graceann Tuozzo

Maria Valanzola

John Vassallo

George Warfield

Lynda Verity

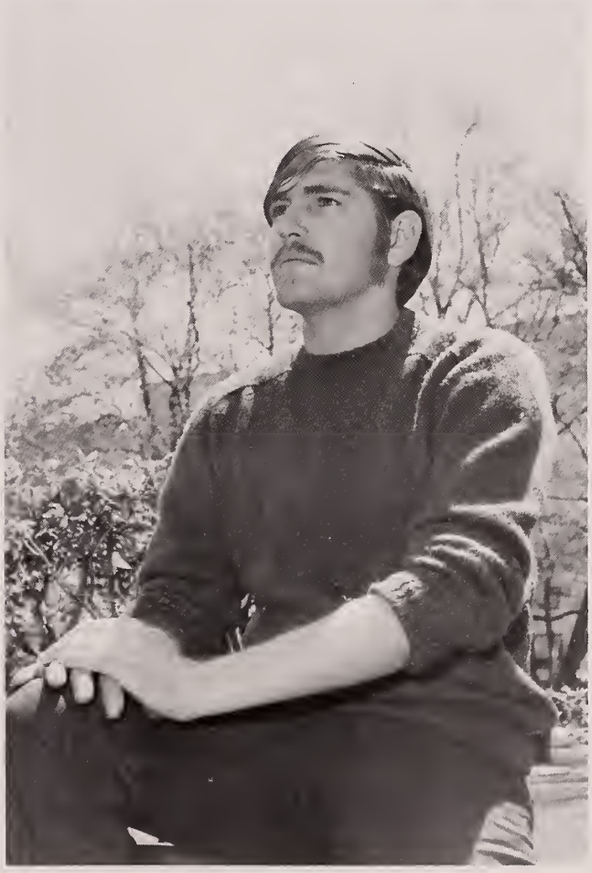
Cathi and Tom Vendetti

Regina Vieira

Vic Zelinsky

Dick Zeigler

Andy Warren



Frani Berman

Bob Lindberg

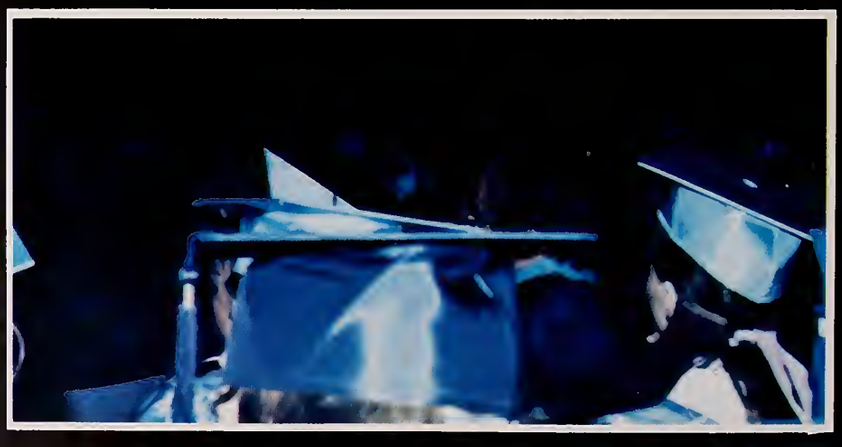
THE CIRCLE IS UNBROKEN

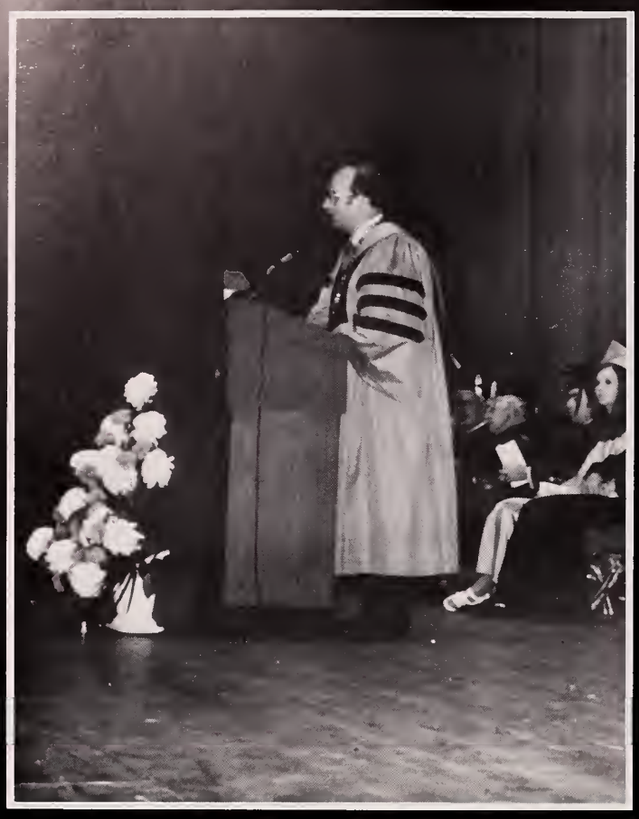
Seasons they change while cold blood is raining
I have been waiting beyond the years
Now over the skyline I see we're travelling
Brothers from all time gathering here
Come let us build the ship of the future
In an ancient pattern that journeys far
Come let us set sail for the always island
Through seas of leaving to the summer stars

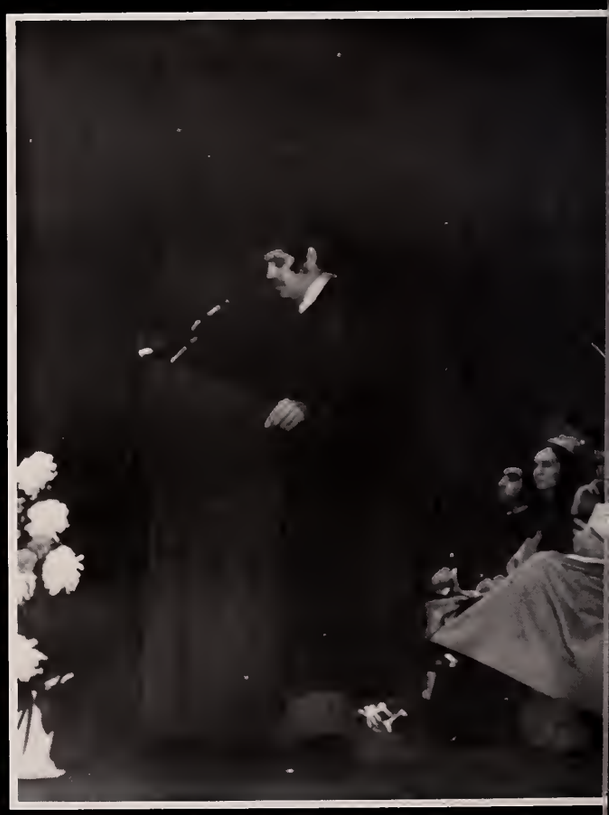
Seasons they change but with gaze unchanging
O deep eyed sisters is it you I see
Seeds of beauty ye bear within you
Of unborn children glad and free
Within our fingers the fates are spinning
The sacred binding of the yellow grain
Scattered we were when the long night was breaking
But in the bright morning converse again

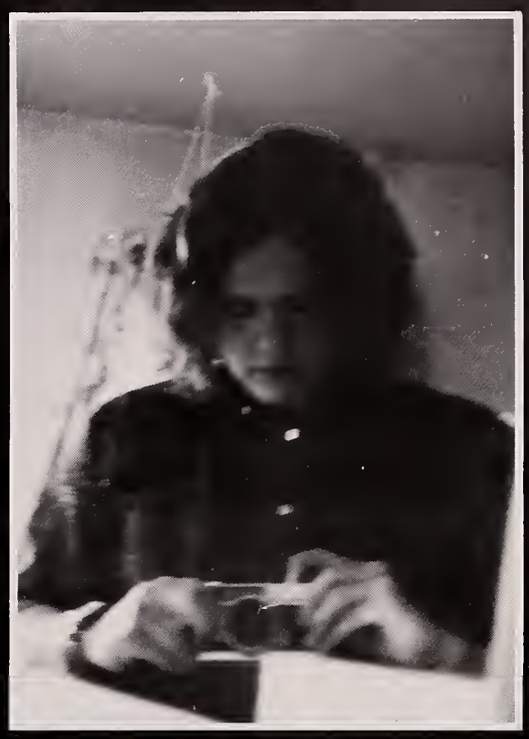
— *Robin Williamson*

Commencement



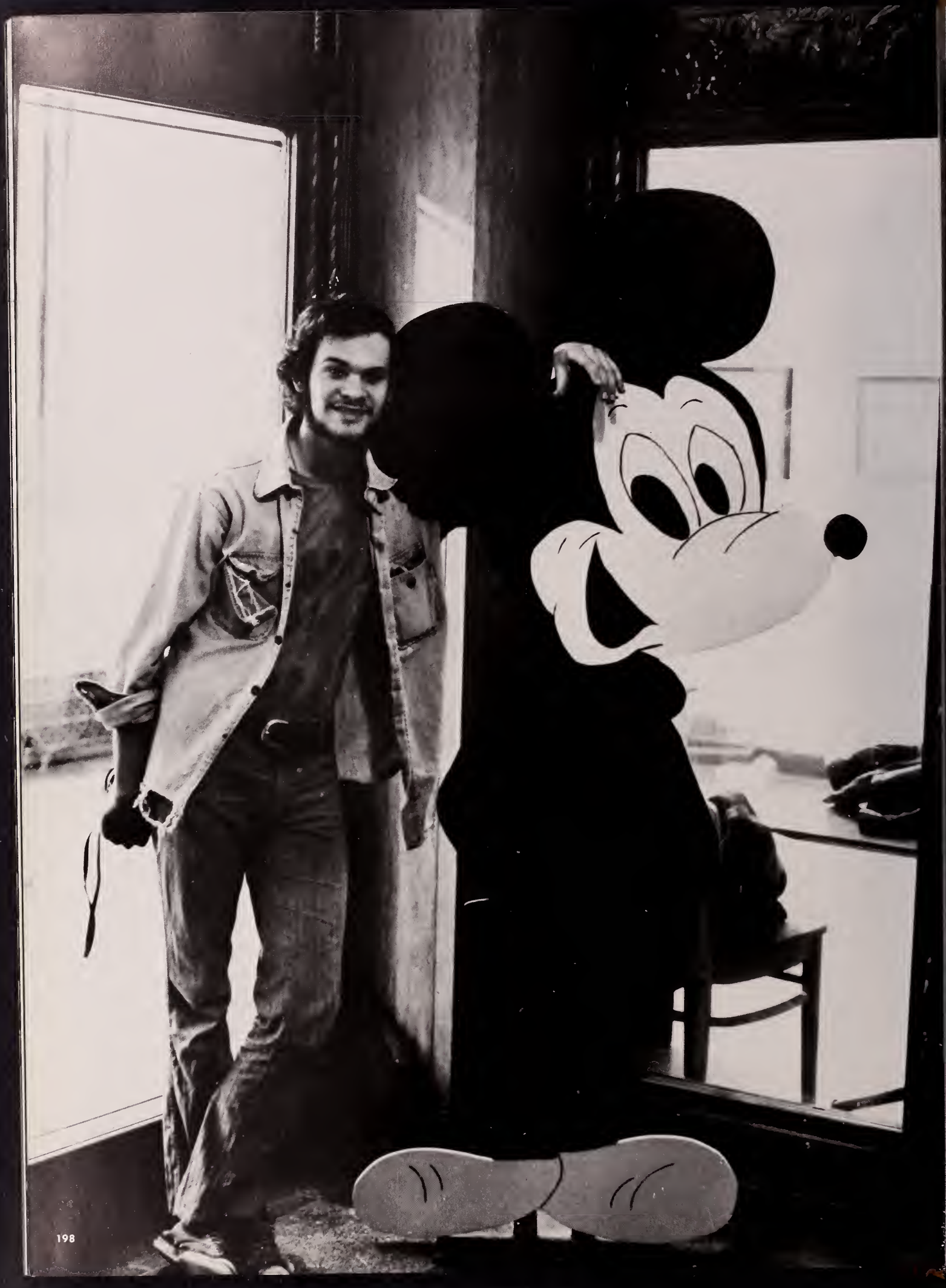






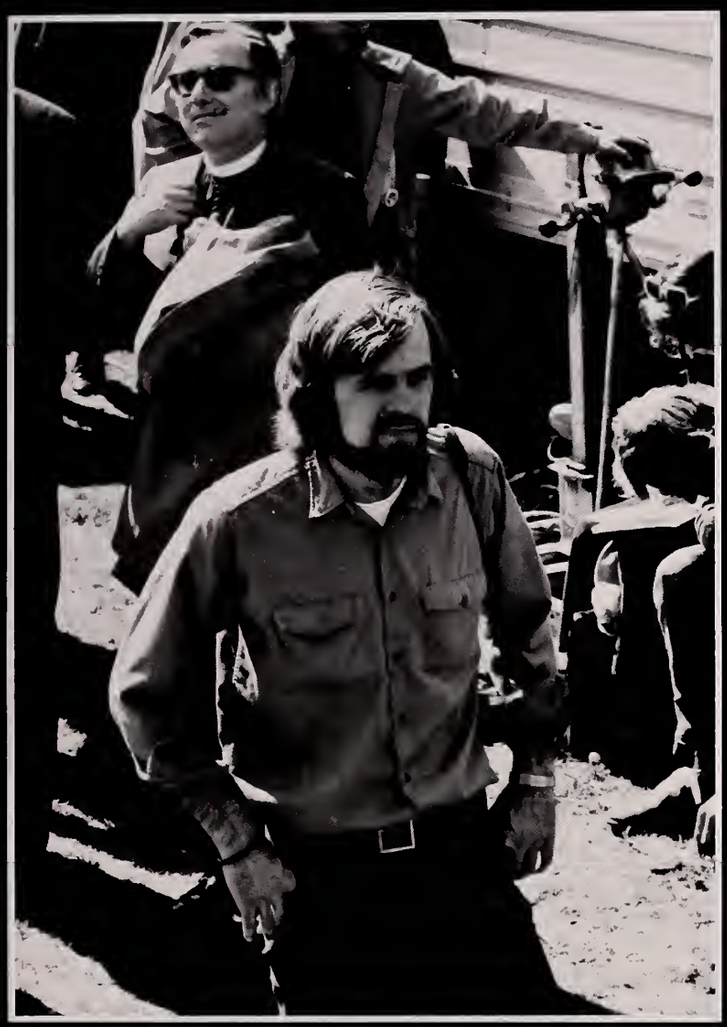
Curtis Naihersey

Editor-in-Chief



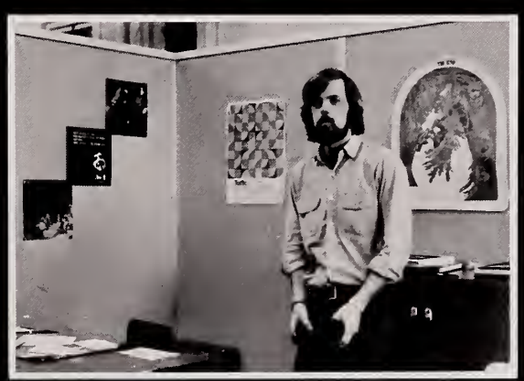
Howard A. Cook

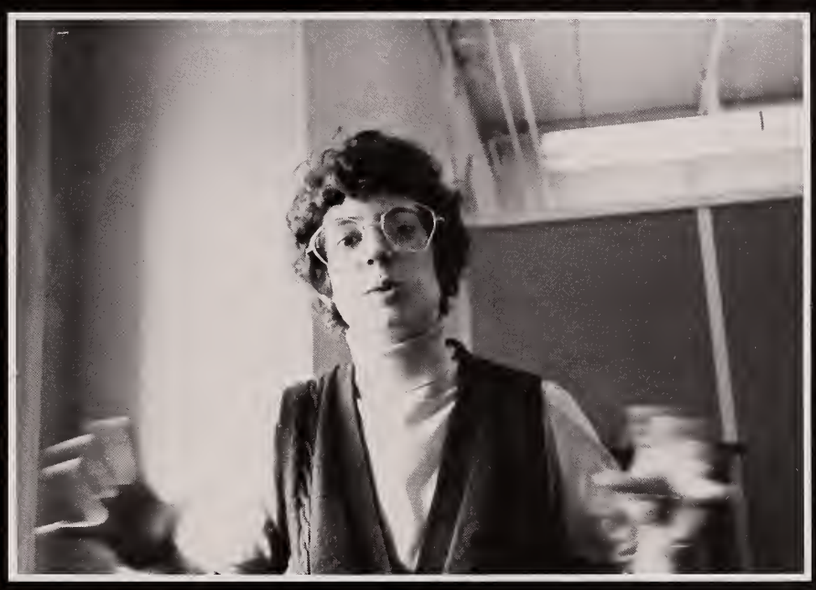
Photography Editor



Kevin R. Coffey

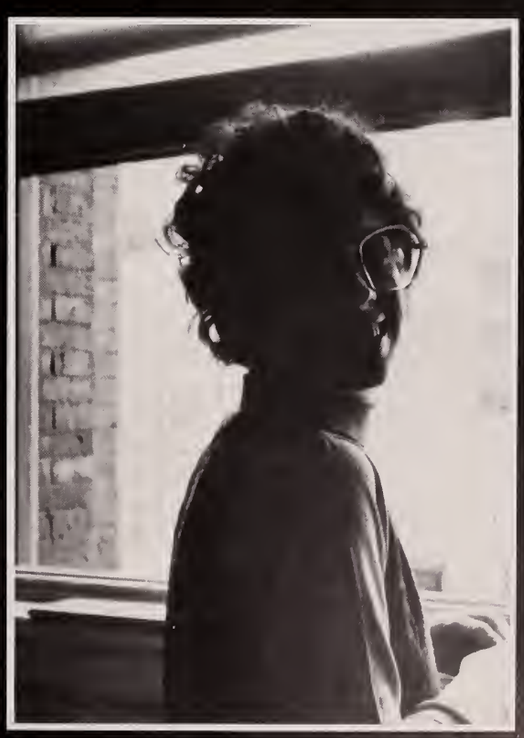
Photography Editor





Marilynn Myles Shaffer

Layout Editor



Kevin Michael Kirrane

Literary Editor

AFTERMATH

Oh, I suppose this yearbook could have been finished a lot sooner, regardless of the giant Roc that stole the staff's signs. In fact, I've lain here in this room very quietly every fifth day of the month's second week in hopes of catching the Roc in an unexpected visit. Eventually, when the Roc finally did arrive, my anticipatory-factor blew completely out of proportion, uncontrollably sky-high even, and I rushed out from beneath the desk to accost it. The Roc was unbelievably tttoooooo much. With wildly decorated eyeings, it nodded for me to speak. At being displaced as an upperhand man, I choked up: "EErrr — what have you done with our signs?" The Roc's eyes shifted — diagonally! — but I didn't know which slant I was supposed to pursue. Being somewhat optimistic, I gazed up, obliquely of course, but the Roc's eyes jumped upon my chest, in a seemingly frustrated manner. I assumed that I had glanced up the wrong directional-diagonal. Thus, pessimistically positioned, I looked down, and sure enough, its eyes went back into their pockets (for you see, he had pouchy eyes —). Proceeding, I noticed little clues as to where the signs could be, though nothing was really articulately designated. "AAhhhaa," I sortof-sighed, "you have left little clues as to where the signs could be!" I felt absolutely presumptuous about my findings, Egotistically ensconced, I didn't notice the Roc's absence. Yes indeed! I hadn't even noticed, now that I had found myself. Thank you, Mr. Roc, thank you . . .

* * *

Privately, this yearbook, thusly, is additionally dedicated to:

SMILES! . . . crazy, crazy people (and *not* the retarded type) . . . Mrs. C. Veenendall and Mr. J. Marvin . . . Mrs. A. Evans and Mr. P. Delaney . . . Switzerland . . . Dreams and Nightmares . . . N.E.M.C. . . . Procol Harum/the Stones/ the Stooges/Alice Cooper/Soft Machine/John and Yoko/Dylan/Todd R./ Brian Wilson/the Beatles (R.I.P.)/The Fabulous Feces/and anyone else in the whole wide world who adores MUSIC . . . Brendon "Bear" . . . Mario and Rick . . . Mothers (— maybe) . . . perverts (which means in some respects: Everybody) . . . Hesse and Mann and Dostoevsky and Mr. L. Dhority . . . also, Jean Genet . . . Marty and "Twinky" . . . 149 Park Drive, Apt. 24 via Jim and Jack . . . B.L.S. and Kalamazoo, Michigan and Bethel, New York . . . Time and Space and the Doors of Perception . . . and my lady, Miss Donna . . .

— Curt N.

A HEAPING BAGFUL OF THANK-YOU'S TO:

Mr. John Marvin, our invisible adviser; Mrs. Anne Evans and her compatriot, Mr. Sullivan and his signature; Mr. Paul Delaney, the jolly ole Taylor Yearbook Co. representative; the George McClean Photography (and etc.) Studio; Quinones Photography; Mr. "Murph" and the Vantine Photography Studio; the mighty Mass Media and their many photos; and anyone else we might have forgotten.

Bob Reitano, our dedicated Business Manager; Miss Marsha Silverman, avid consultant and typist extraordinaire; Jim O'Neil and Aris Deligiandis, ace photographers; Brad Ortins and Danny Cardinale, photographers; Jim Godbey, Mario Ernesto Espinola, Rick Quiroga, and Miss Donna, who were a helpful family; Leah Henson and Mrs. Francie Cook, who somehow assisted; and, Keith Reid, Robin Williamson, Cat Stevens, and Donovan, for writing incredible lyrics and songs.

CREDITS:
(Most of) Yearbook designed, composed, and photographed exclusively by: Curt, Kevin K., Marilynn, Howie, and Kevin C.

"Camino Real" section photographed exclusively by: Don Whitehead

All artwork, designed, drawn, and painted by: Curt and Miss Donna.

THE END . . .

President Wood, Chancellor Broderick, faculty, students and parents:

I would like to congratulate my fellow students, including myself, for finally being able to be here in this auditorium. Today is a very happy day, one that is celebrating our academic success. It is too bad, though, that as of tomorrow, more than half of us will be adding our names to the list of unemployed; again I must include myself. Most of us came to school with the idea that after graduation we would be walking into a highpaying job — that we could afford to be fussy, and pick and choose the occupation most suited to our own special interests. We were led to believe that a college diploma ensured occupational success. Now, instead, we are grabbing at the first opening that comes along, and not too many have come along. Well, what happened? Do we blame this current lack of jobs on the so-called economic depression? Sure, that is probably the main reason.

But, let's look back on some of those interviews we've all been through during the past few months. The application says "list special skills." But, somehow the employer just doesn't care if you can name and explain in chronological order, the events leading up to the Civil War, nor does he care that I can translate Plato and Homer. Somehow, somewhere along the line, there has been a confusion as to just what is important and what skills should be valued. For the skills valued by society definitely differ from those valued by the university.

UMB offers to its students a liberal arts education rather than a highly specialized one. This has its disadvantages, especially in today's society which favors the skilled technician. However, it does have many advantages. The big problem is that these advantages are internal and ideal — they can't be measured in terms of money, which is the manner in which most people measure most everything today.

Basically, though, the liberally educated person has a broad background. Through the core curriculum at this school, which requires courses in the natural and social sciences, math, and the humanities, we have been exposed to a great variety of subject matter. Through this exposure, we found which area interested us most, with the result that many of us during our first two years changed our majors with each new course we took. This changing of one's mind is not confined to school only. If we look at the occupational world we see people constantly changing jobs. Ten years ago the person who did this was frowned upon and called insecure and unstable. Now, changing jobs is generally accepted as man's continuing effort to reach a more satisfied life. Hopefully, the man with the liberal education is better equipped to make those transitions.

It is easy to restate the accepted facts that a liberally educated person has a better basis for further learning — that he is better able to truly enjoy his leisure hours, and that he can more easily be trained for any specific job. But, the most significant advantage of a liberal arts education is, in turn, the most difficult to explain. It gives the student a sense of accomplishment, an inner feeling that he is an educated person. For myself, I feel that I have learned something, little as it may be, and insignificant as it may be (not to me; for to me it has been very significant, but to others) and, as long as I know that I have learned something, I have no need to convince anyone else. Yes, I may be unemployed, and when and if I should get a job, I'll probably earn far less than the technically skilled person — but, I have the inner satisfaction of knowing I have had a good education. After all, isn't that what counts? For, one has to be able to live with himself, and have a good opinion of himself, before he can live with others, and contribute to society.

Miss Christine M. Mullaney
National Honor Society
June 4, 1971 . . .

I sat me down
to write a simple story,
Which, maybe in the end,
became a song;
The words have all been read
by one before me –
We're taking turns in
trying to pass them on . . .

– Keith Reid